View Park Preparatory
Accelerated Charter High School

Submitted December 14, 2012 by: ICEF Public Schools

A California Non-Profit Corporation
5120 W. Goldleaf Circle, Ste 350
Los Angeles, CA 90056
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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Myles Meshack, hereby certify that the information submitted in this petition for View Park Preparatory Accelerated Charter High School (“Charter School”), a California public charter school, to be located within the boundaries of the Los Angeles Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

_______________________________________
Myles Meshack, Lead Petitioner
Inner City Education Foundation
ELEMENT 1
EDUCATIONAL PROGRAM

The address of View Park Preparatory Accelerated Charter High School is 5701 S. Crenshaw Boulevard, Los Angeles, CA 90043.

The contact person for View Park Preparatory Accelerated Charter High School is Darnise Williams.

The phone number of View Park Preparatory Accelerated Charter High School is (323) 290-6975.

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

The grade configuration is 9th grade thru 12th grade.

The number of students in the first year is 600.

The grade levels of the students the first year will be 9th grade thru 12th grade.

The enrollment capacity of the school is 600 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The scheduled opening date of the Charter School is August 12, 2013.

The admission requirements include that admission is available to all students residing in California.

The instructional calendar will be from August 12, 2013 to June 6, 2014. A more complete version of the calendar may be found on page 159.

The bell schedule for the Charter School will be from 8:00am – 3:15pm, and 8:00am – 12:45pm on shortened days.

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

**Inner City Education Foundation**

Inner City Education Foundation (ICEF) was founded in 1994 to provide alternative, first-rate educational opportunities to underserved children in Los Angeles. ICEF sees education as the primary vehicle by which to build strong sustainable communities.

ICEF provides families in South Los Angeles and Inglewood the opportunity for their children to receive a superior education in their own community.
ICEF currently operates fourteen public charter schools:\n
<table>
<thead>
<tr>
<th>Year Established</th>
<th>Number of Students Currently Served</th>
<th>Grade Levels</th>
<th>Free/Reduced Percentage</th>
<th>API Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. View Park Prep ES</td>
<td>1999</td>
<td>433</td>
<td>K-5</td>
<td>76.5%</td>
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<tr>
<td>2. View Park Prep MS</td>
<td>2002</td>
<td>335</td>
<td>6-8</td>
<td>79.4%</td>
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<tr>
<td>3. View Park Prep HS</td>
<td>2003</td>
<td>421</td>
<td>9-12</td>
<td>72.7%</td>
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<tr>
<td>4. Frederick Douglass ES</td>
<td>2008</td>
<td>292</td>
<td>K-5</td>
<td>89.8%</td>
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<tr>
<td>5. Frederick Douglass MS</td>
<td>2006</td>
<td>298</td>
<td>6-8</td>
<td>91.8%</td>
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<tr>
<td>6. Frederick Douglass HS</td>
<td>2006</td>
<td>367</td>
<td>9-12</td>
<td>73.0%</td>
</tr>
<tr>
<td>7. Lou Dantzler ES</td>
<td>2008</td>
<td>304</td>
<td>K-5</td>
<td>99.7%</td>
</tr>
<tr>
<td>8. Lou Dantzler MS</td>
<td>2007</td>
<td>261</td>
<td>6-8</td>
<td>92.0%</td>
</tr>
<tr>
<td>9. Lou Dantzler HS</td>
<td>2007</td>
<td>253</td>
<td>9-12</td>
<td>67.5%</td>
</tr>
<tr>
<td>10. Thurgood Marshall MS</td>
<td>2007</td>
<td>160</td>
<td>6-8</td>
<td>86.3%</td>
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<tr>
<td>11. ICEF Vista ES</td>
<td>2008</td>
<td>312</td>
<td>K-5</td>
<td>94.9%</td>
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<tr>
<td>12. ICEF Vista MS</td>
<td>2008</td>
<td>199</td>
<td>6-8</td>
<td>91.5%</td>
</tr>
<tr>
<td>13. ICEF Inglewood ES</td>
<td>2009</td>
<td>299</td>
<td>K-5</td>
<td>70.2%</td>
</tr>
<tr>
<td>14. ICEF Inglewood MS</td>
<td>2009</td>
<td>193</td>
<td>6-8</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

ICEF’s Record of Excellence

- 2012 graduates earned over $850,000 in scholarships, including four graduates with full tuition scholarships from the Posse Foundation and three University of California Blue and Gold Scholarship recipients (ICEF Development Office)

- 88% of our graduating seniors in the 2011-12 school year were accepted to four year colleges and universities, including students with acceptance to Brown University, an Ivy League university. (ICEF Development Office)

- We celebrated the graduation of 12 high school seniors that have been with ICEF from kindergarten, each of which is continuing on to college. (ICEF Development Office)

- View Park Prep High School football team was honored with the Academic Team Excellence Award for a 43-man team collective GPA of 3.35; the highest GPA among the 71 high schools in the L.A. Unified School District. This is repeat honor for the View Park Prep High School football team who won this award in 2010 and 2011 (ICEF Athletics, CIF)

- The Rugby team experienced its 9th tour with 38 High School players touring Tahiti and New Zealand for 19 days in March, 2012. A documentary of the tour will be released during the 2012-13 school year. (ICEF Rugby)

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1 Source: ICEF Public Schools Data Manager
• In 2011, ICEF Public Schools became the first charter district to partner with *Arts for All*. Established by the Los Angeles County Board of Supervisors, *Arts for All* is the dynamic, county-wide collaboration working to create vibrant classrooms, schools, communities and economies through the restoration of all arts disciplines into the core curriculum for 1.6 million public K-12 students. The ICEF Visual and Performing Arts team has created a long-range strategic plan to strengthen arts education for every student in ICEF schools. ([ICEF Visual and Performing Arts Department](#))

• 90.1% of 2011 ICEF graduates (View Park, Frederick Douglass, Lou Dantzler) are attending a 2 or 4-year college or university ([ICEF High School College and Career Center](#))

• ICEF students in the Arts and Rugby Programs have travelled internationally to study, perform, and play abroad in Hong Kong, Brazil, England, New Zealand, Spain, France, Italy, South Africa, and Washington DC with an official visit to the White House ([Visual and Performing Arts Department; Rugby Program](#))

• In 2011, 4 ICEF elementary schools achieved an African American API from 45 to 150 points above the state API for African Americans at the elementary level. ICEF’s 5th elementary school, ICEF Vista Elementary Charter Academy, had a Hispanic API 2 points above the state Hispanic API at the elementary level. View Park Elementary’s API exceeded the API for the State’s white subgroup. ([CDE Dataquest](#))

• In 2011, 3 ICEF middle schools achieved an African American API from 32 to 98 points above the state API for African American at the middle school level. ICEF Vista Middle School had a Hispanic API 54 points above the state Hispanic AP at the middle school level. View Park Middle School’s API was 98 points above the state API for the African American subgroup at the middle school level and well above all but one of the APIs of the LAUSD schools that students would otherwise have attended. ([CDE Dataquest](#))

• In 2011, 3 ICEF high schools achieved an African American API from 6 to 52 points above the state API for African Americans at the high school level. ([CDE Dataquest](#)).

• 93% of View Park Middle School 8th grade students have achieved proficient on the CST in Science three years in a row – 2009, 2010, 2011, compared to LAUSD’s 41%, 46%, and 51%. ([CDE Dataquest](#)).

• Based on the 2011 AYP Report for percent proficient and above in English-Language Arts, View Park Middle’s African American subgroup performed in the top 16% of LAUSD middle school African American subgroups. View Park Middle’s African American subgroup is in the top 39% in Math. ([CDE Dataquest - http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp](http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp)).
Highlights of ICEF College Acceptances

Amherst College
Barnard College
Berklee College of Music
Boston University
Bryn Mawr College
California State Polytechnic University
California State University, Dominguez Hills
California State University, Northridge
California State University, San Bernardino
Carnegie Mellon
Claremont McKenna
Dartmouth College
Fordham University
George Washington University
Grinnel College
Hampton University
Howard University
Ithaca College
Johns Hopkins University
Kenyon College
Lehigh University
Loyola Marymount University
Manhattanville College
Morehouse College
Mount St. Mary’s College (Doheny)
New York University
Northern Arizona University
Oberlin College
Pace University, New York City
Pitzer College
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Sonoma State University
Spelman College
Stanford University
Syracuse University
Texas Christian University
The New School for Liberal Arts
The University of Arizona
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Miami
University of Southern California
Western Kentucky University

ICEF’s management team has extensive education experience in urban communities.

Parker Hudnut, Chief Executive Officer. Prior to joining ICEF, Mr. Hudnut was responsible for supporting and holding accountable a portfolio of over 200 schools within the Los Angeles Unified School District that educated over 100,000 students and included charter, pilot, expanded school based management and network partner schools.

Previously, Mr. Hudnut was the COO/CFO for Alliance for College-Ready Public Schools, a Los Angeles based network of public charter schools serving 7,000 grade 6-12 students in some of the most socioeconomically disadvantaged neighborhoods of the region. He was one of the first employees at Alliance and was responsible for finance & accounting, technology, facility development & operations, human resources and many strategic partnerships.

Mr. Hudnut holds an M.B.A. from the Wharton School of Business at the University of Pennsylvania, where he was a Leadership Fellow and received a Morgenthau fellowship for dedication to public service. He earned his B.A. in Environmental Science at the University of Virginia. Mr. Hudnut also spent two years as a resident with the Broad Residency in Urban Education.
Amarpal Khanna, Director of Visual Arts, has been a professional artist working in the Animation, Illustration, Comic Books, and Children's books industries for over ten years. Previous companies he has worked with include DreamWorks Animation, the Anti-Defamation League, and Original Syndicate Press. A passionate advocate for arts education, he has taught art at all grade levels including college at the Art Institute of California-Los Angeles in the Animation department. Mr. Khanna started the ICEF Visual Arts program twelve years ago and is a graduate of Otis College of Art and Design.

Chris Borunda, Director, of Centralized Operations, is responsible for managing facilities and IT. Focused on improving efficiency, reducing costs, and increasing transparency, he has implemented tools and practices that enable school site administrators to base their future operations decisions on the organization's valuable past experiences. Prior to joining ICEF, Borunda worked as an independent consultant where he managed supply chain activities, conducted market analysis, analyzed inventory tracking methods, provided implementation recommendations, and dissected operational data. Previously, Borunda worked for large multinational organizations such as Sony, Bristol-Myers Squibb, and Caterpillar in the areas of supply chain and information management where he worked on top organizational initiatives from leading process improvement projects to managing cost reduction activities. Borunda holds a bachelor's degree in business administration with an emphasis in supply chain management from the University of San Diego and a master's degree in business administration from the Darden School of Business at the University of Virginia. Borunda was a participant in The Broad Residency in Urban Education (Class of 2009-2011), and joined the team permanently after serving his two-year Residency at ICEF Public Schools.
Rigorous Curriculum

All View Park Preparatory Accelerated Charter High School students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. To achieve the academic standards and the expected school-wide learning results, all students are involved in challenging learning experiences. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, actively engaging students, emphasizing higher order thinking skills, and helping them succeed at high levels.

English Language Arts Curriculum

View Park Preparatory Accelerated Charter High School uses the Toulmin model as the centerpiece of its writing program. Originally conceived at Cambridge University by Stephen Toulmin, the Toulmin model was refined by Phil Holmes and Robert Archer and employed successfully at the Harvard Westlake School over the last 30 years. Beginning in the 6th grade, students in ICEF Public Charter Schools use the Toulmin model of rhetoric and argumentation to acquire writing skills more commonly reserved for college-level instruction.
The Toulmin Model has wide applicability across disciplines, and is used in subject areas that stress the reading, writing, research and new media technology skills required in the 21st century. History teachers can advise the student writing on the failures of democracy that stronger grounds are needed for the claim that “right-wing conservative reforms” were the reason that democrats lost the last presidential election. Literature teachers can remind the admirers of hip-hop culture to anticipate possible rebuttals to the “gangsta culture” using Toulmin’s techniques.

The Toulmin Model allows these higher-order thinking skills by systematically teaching the rules of rational argumentation. Toulmin's model focuses on identifying the basic parts of an argument. Thus allowing readers and writers access to the tools that allow non-trivial responses to texts and verbal exchanges. These tools are necessary in developing the speaking and writing skills that students in the 21st century require for success in college and beyond.

Note that the SAT now contains a writing portion that places a premium on organized, and logical responses to writing prompts. By incorporating these tools across the curriculum View Park Preparatory Accelerated Charter High School students become skilled in the tools the make for improved reading and writing skills thus increasing their achievement levels and closing the achievement gap.

The literature side of the Language Arts program emphasizes “depth” of understanding; requiring students to employ the Toulmin model to make claims about “what’s really going on” in the text and to methodically support these claims with evidence. At the end of four years, students are writing and analyzing texts at a college level (typically college sophomore or junior level).

**Continued Goals of the English Language Arts Program:**

Increase the percentage of students performing at proficient and advanced in English Languages Arts on the California Standards Tests (CSTs) with emphasis on vocabulary development/word analysis, reading comprehension, and writing conventions across the curriculum.

**Growth Targets:**

- Sustain and increase the percentage of students scoring at proficient and advanced in each grade by 5% each year for the next three years.
- Decrease the percentage of student scoring below basic and far below basic in each grade by 5% each year for the next five years.
- Increase the number of students taking the AP English Literature and Language Composition Examinations and scoring a “3” and better for the next five years.
- In grades 9-12, through Sustained Silent Reading, View Park Preparatory Accelerated Charter High School students will develop a love of story and poetry. Sustained Silent Reading is an instructional practice used to provide students an opportunity to engage in meaningful acts of reading on a daily basis. This approach serves as an impetus to increased comprehension as students are afforded the opportunity to self-select text of interest with the goal of reading for meaning as opposed to learning to read (Pilgreen, 2000). As a branch of urban literature, poetry serves as the favored genre among our students and is often the basis of class discussion, analysis, and reflection.
- A minimum of 60% of the EL population will demonstrate annual Progress in Learning English

- A minimum of 25% of the EL population with less than 5 years will attain the English Proficient Level on the CELDT annually

- A minimum of 50% of the EL population with more than 5 years will attain the English Proficient Level on the CELDT annually

- A minimum 85% of EL population will meet AYP requirements annually

- Improve students’ ability to read great literature for depth.

- In grades 9-12, the English program will continue use of the Toulmin Model to improve students’ ability to write well, specifically to compose 500-800 word compositions that make a sustained case, free of mechanical error, in a readable style. Train View Park Preparatory Accelerated Charter High School students how to grade or judge their own as well as others’ compositions with as little teacher guidance as possible.

- View Park Preparatory Accelerated Charter High School students will be competent readers, writers, listeners, speakers, and presenters.

Note: View Park Preparatory Accelerated Charter High School English Language Arts Program will be based on the California Standards and the Common Core Standards. Please see the ICEF Transition to Common Core Standards Plan which is attached to this petition. The goal of View Park Preparatory Accelerated Charter High School is to have all students on track to complete the A-G coursework by the end of 12th grade.

Mathematics Curriculum

The View Park Preparatory Accelerated Charter High School Mathematics Program is based on the following premises: (1) mastery of basic skills; (2) developing advanced problem-solving skills; (3) math workshops for students; (4) increased teacher professional development; (5) regular teacher team meetings; (6) periodic assessments; (7) extensive use of data to guide instruction; (7) emphasis on hands-on lessons; (8) parental involvement, and; (9) demonstrating the relevance of mathematics to the real world.

Much of the Mathematics Curriculum is predicated on the Principles and Standards for School Mathematics published by the National Council of Teachers of Mathematics (NCTM, 2000). Extensive use will also be made of the LAUSD Mathematics Instructional Guides, the Included Concepts Tasks, the Instructors Units’ Resources, and the Blueprints for Assessment. View Park Preparatory Accelerated Charter High School has begun the transition to the implementation of common core standards. As a result, daily lessons, benchmark assessments and instructional units are aligned to the common core.
Lesson Planning resources that are available online from [http://www.learner.org](http://www.learner.org) will also be used for their excellent video on-demand facilities that model exemplary math teaching in real life classroom situations.

All View Park Preparatory Accelerated Charter High School students are expected to complete a sequence of college preparatory mathematics courses. All View Park Preparatory Accelerated Charter High School students complete four years of math courses. The general sequence is presented below:

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td>Algebra</td>
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<td>Geometry</td>
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<td>Algebra II</td>
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<tr>
<td>Pre-Calculus</td>
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<tr>
<td>Calculus</td>
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</tbody>
</table>

**Expected Outcomes of the Mathematics Program:**

**Mathematics**

Increase the percentage of students performing at proficient or advanced, and decrease the percentage of students scoring at basic and below in all mathematics courses as measured by the California Standards Tests (CSTs) for all students.

**Growth Targets**

- Sustain and increase first time CAHSEE math pass rate for all students by 5% each year for the next five years.
- Increase the average score on the math portion of the SAT by 5 points annually.
- Sustain and increase the number of students scoring proficient by 5% per year for the next three years in all mathematics subject areas of CST (Algebra I, Geometry, Algebra II, and Summative Math).
- Decrease the number of students scoring Basic, Below Basic and Far Below Basic in all mathematics subject areas of the CST (Algebra I, Geometry, Algebra II, Summative Mathematics) by 5% each year for the next five years.
- Increase the number of students taking and scoring “3” and above on the AP examination.
  - All students will be able to confidently solve complex problems.
  - Students understand the critical importance of mathematics in the real world.

Note: View Park Preparatory Accelerated Charter High School’s Mathematics Program is based on the California Standards and the Common Core Standards. Please see the ICEF Transition to Common Core Standards Plan which is attached to this petition. The goal of View Park
Preparatory Accelerated Charter High School is to have all students on track to complete the A-G coursework by the end of 12th grade.

**History Curriculum**

View Park Preparatory Accelerated Charter High School students study major turning points that shaped the modern world, from the late eighteenth century through the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. 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 history from a variety of perspectives.

Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events.

View Park Preparatory Accelerated Charter High School students pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents. 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, students also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

The course offerings presented below are intended to explore a wide range of academic experiences thus enhancing the students’ ability to understand history and its importance and effect on everyday life.
Expected Outcomes of the History Program:
Increase the percentage of students performing at proficient or advanced, and decrease the percentage of students scoring at basic and below in all social science courses as measured by the California Standards Tests (CSTs) for all students.

Growth Targets
- Sustain and increase the number of students scoring proficient by 5% per year for the next five years in all social science subject areas of CST (World and US Hist.)
- Decrease the number of students scoring Basic, Below Basic and Far Below Basic in all social science subject areas of CST (World and US Hist.) by 5% each year for the next five years.
- Increase the number of students taking and scoring “3” and above on the AP examination.

Note: View Park Preparatory Accelerated Charter High School’s History Program is based on the California Standards and the Common Core Standards. Please see the ICEF Transition to Common Core Standards Plan which is attached to this petition. The goal of View Park Preparatory Accelerated Charter High School is to have all students on track to complete the A-G coursework by the end of 12th grade.

Science Curriculum

View Park Preparatory Accelerated Charter High School will continue the highly successful Science Program developed by Robert Schwartz. The Science Program exemplifies hands-on instruction via investigation and experimentation. College-style lab reports are a required element for all students. Each student will maintain a lab report notebook throughout his or her attendance in any science course offered at the View Park Preparatory Accelerated Charter High School.

View Park Preparatory Accelerated Charter High School students generally study science in the following sequence:
Expected Outcomes of the Science Program:

- View Park Preparatory Accelerated Charter High School students will be scientifically literate.
- View Park Preparatory Accelerated Charter High School students will acquire a balance between a body of scientific knowledge and the methods of scientific inquiry.
- View Park Preparatory Accelerated Charter High School students will be able to use technology to support scientific study. Such uses include but are not limited to virtual labs, class discussions via student-teacher generated blogs and websties.

Note: View Park Preparatory Accelerated Charter High School’s Science Program is based on the California Standards and the Common Core Standards. Please see the ICEF Transition to Common Core Standards Plan which is attached to this petition. The goal of View Park Preparatory Accelerated Charter High School is to have all students on track to complete the A-G coursework by the end of 12th grade.
View Park Preparatory Accelerated Charter High School offers visual and performing arts classes according to NCLB guidelines as part of the core curriculum. Visual and Performing Arts offerings for the 2013-2014 academic year may include:

- Art
- Drama
- Jazz Music
- Orchestral Music
- Choir

Other Electives:
- Business Leadership
- Life Skills
- Ethnic Studies
- Physical Education

**High Standards for All Students**

ICEF is singularly focused on preparing all its students to succeed in the top 100 colleges and universities in the United States.

ICEF Public Charter Schools have set high standards for all students, based on:

- California Standards for the Teaching Profession (CSTP)
- California State Content Standards and Common Core Standards
- Newman’s Standards for Authentic Instruction and Assessment
- Robert Schwartz’s work in developing Science Curricula for grades 6-12.
- Harvard-Westlake School Curriculum in grades 7-12
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- The University of California/California State University (UC/CSU) system A-G requirements.

ICEF has also endeavored to instill in its students the highest standards for character and citizenship development.

To establish a foundation for success in the 21st century, ICEF students:

- Master and apply effective skills of communication.
- Acquire problem-solving skills and apply them in multiple ways.
- Acquire and apply the knowledge and skills of scientific literacy.
- Set goals and actively take steps to meet them.
- Express creative talents through art, music, drama, and dance.
- Understand the elements of work, leisure and financial independence.
- Acquire knowledge of various cultural and ethnic groups.
- Acquire an understanding of the rights, responsibilities, and obligations of participation in the family, the community, the nation and the world.
Transferability of Courses

All ICEF core courses are modeled on the ICEF curriculum currently used in all ICEF schools. The curriculum has been A-G approved at all eligible ICEF schools. View Park Preparatory Accelerated Charter High School gained its WASC accreditation during the 2009-2010 school year. View Park Preparatory Accelerated Charter High School core courses, which consists of English Language Arts, Social Science, Mathematics, Science, Foreign Language, and Visual Arts meet the UC/CSU requirements for admission, and will transfer to other high schools accordingly. These courses have been and are approved annually by UC Doorways. In addition, Advanced Placement (AP) courses are also approved by the college board annually.

View Park Preparatory Accelerated Charter High School will obtain and maintain WASC accreditation throughout the term of the charter.

Parents are informed about the transferability of courses and the eligibility of courses to meet college entrance requirements during Parent Information Meetings. This information is also available on the school’s website and in the Student/Parent handbook and curriculum guide given at the beginning of the year. Parents can also consult the college counselors.
**Students The School Serves**

View Park Preparatory Accelerated Charter High School seeks to serve 600 students per year. Students are recruited from the ICEF existing waiting list (if applicable) and from the intended target area. View Park Preparatory Accelerated Charter High School is currently located on the 5701 Crenshaw Blvd., Los Angeles, CA 90043. The student population will continue to have a socioeconomic composition similar to the surrounding schools below.

**Demographics Matrix of Surrounding Schools of Target Area (Please consult more comprehensive matrix attached to petition)**

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Student</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target</th>
<th>Met all Subgroup Growth Targets</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>Students Eligible for Free/Reduced Lunch</th>
<th>Major Ethnicity #1</th>
<th>Major Ethnicity #2</th>
<th>Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crenshaw SH</td>
<td>1215</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>No</td>
<td>559</td>
<td>1</td>
<td>2</td>
<td>90%</td>
<td>Af Am 65%</td>
<td>Hispanic</td>
<td>NA</td>
</tr>
<tr>
<td>Dorsey SH</td>
<td>1024</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>No</td>
<td>624</td>
<td>1</td>
<td>3</td>
<td>68%</td>
<td>Af Am 50%</td>
<td>Hispanic</td>
<td>NA</td>
</tr>
<tr>
<td>Manual Arts SH</td>
<td>2603</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>593</td>
<td>1</td>
<td>3</td>
<td>91%</td>
<td>Hispanic 83%</td>
<td>Af Am 17%</td>
<td>NA</td>
</tr>
<tr>
<td>Audubon MS</td>
<td>817</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>No</td>
<td>No</td>
<td>711</td>
<td>3</td>
<td>10</td>
<td>100%</td>
<td>Af Am 62%</td>
<td>Hispanic</td>
<td>NA</td>
</tr>
<tr>
<td>Mann MS</td>
<td>762</td>
<td>No</td>
<td>Yes, Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>575</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>Af Am 54%</td>
<td>Hispanic4 36%</td>
<td>NA</td>
</tr>
<tr>
<td>Crenshaw AT Charter</td>
<td>192</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>701</td>
<td>2</td>
<td>9</td>
<td>94%</td>
<td>Af Am 89%</td>
<td>Hispanic</td>
<td>NA</td>
</tr>
<tr>
<td>View Park Prep HS</td>
<td>299</td>
<td>No</td>
<td>Yes, Year 1</td>
<td>No</td>
<td>No</td>
<td>700</td>
<td>3</td>
<td>10</td>
<td>89%</td>
<td>Af Am 94%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

These identified students need View Park Preparatory Accelerated Charter High School because the schools in the target neighborhood that we intend to serve have not met school-wide and/or subgroup growth targets and many of the schools are Program Improvement Schools.

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2 Source = CDE Dataquest 2012
View Park Preparatory Accelerated Charter High School brings accountability in every aspect of the management, operation, and governance of the school, higher student achievement across all grade levels, and continuous focus on a school-wide vision for improved student achievement.

View Park Preparatory Accelerated Charter High School has the following unique features which will serve the needs of the students the school proposes to serve:

- A college-preparatory focus
- Teachers operate in a professional learning community
- Teachers examine student data and set measurable goals for individual students
- Teachers prepare students to participate in college level discourse by introducing them to Socratic Seminar

View Park Preparatory Accelerated Charter High School utilizes approximately 26 teachers and 20 staff members, (including administration, counselors, maintenance, food service workers, and instructional aides) to implement the educational program.

**School-Wide Vision of the View Park Preparatory Accelerated Charter High School**

The students of View Park Preparatory Accelerated Charter High School work cooperatively, think critically, develop self-esteem, value fine arts and respect cultural diversity. They actively seek learning opportunities. The teachers of View Park Preparatory Accelerated Charter High School establish the highest standards and expectations for student achievement. The teachers model the appropriate behaviors and attitudes expected of educated individuals in the 21st century. The entire school community-faculty, parents, staff, administrators, and community members work cooperatively and collaboratively to create a student-centered environment in which all partners are empowered by their sense of ownership and responsibility to the school.
Typical Day at View Park Preparatory Accelerated Charter High School

When one enters View Park Preparatory Accelerated Charter High School at the beginning of the day, you will see students and teachers all engaged in D.E.A.R (Drop Everything and Read). This instills a culture that promotes the love of reading for pleasure. When students see their teacher read it models the value of reading.

A visitor will also see students using technology to enhance their classroom learning by utilizing PowerPoint, Podcasts, digital portfolios and taped lessons for online homework video assistance.

As one enters View Park Preparatory Accelerated Charter High School, one will encounter an exciting student-centered learning environment. Students are actively engaged in the lesson before them, and teachers are engaged in the process of teaching students. The atmosphere will be one where learning is prized, excellence demanded, and performance rewarded.

Teachers employ a variety of teaching methods across the curriculum. Teachers express clear learning goals in writing, visually posted in the classroom and verbally to both students and parents. Teachers create a classroom with a balance of interactive settings. In general, a visitor will see the majority of class time spent on whole class discussion, or teacher-centered direct instruction, a portion of time on small group learning and the remaining time would be spent in individualized learning or testing. Individualized learning may include guided practice, individual practice or one-on-one instruction. View Park Preparatory Accelerated Charter High School teachers also change the student composition in the small groups to give students an opportunity to learn from different people in the class and to vary the ability groupings, this is also a classroom management strategy. A visitor will see that in all of these classroom settings students remain engaged and teachers are skilled at managing the classroom.

Teachers will be seen effectively scaffolding lessons to engage students in higher order thinking. A visitor to the school will see that teachers are comfortable leading students to think
critically. Teachers engage students using real life concepts that are relative to their life experience and build upon students’ prior knowledge.

Student work is visible in every part of the school including the classrooms the hallways and in office spaces.

Outside of the classroom teachers meet weekly in subject department teams to assist each other in developing lesson plans that effectively keep students on target to meet learning goals and work collaboratively to plan thematic units. A visitor to View Park Preparatory Accelerated Charter High School will see teachers using the State standards to guide lesson planning in every subject area at every grade level. Teachers use formative assessments to make adjustments in their approach and to assess if key learning standards were acquired by students. In addition to formative assessments, teachers consistently ask comprehension questions during instruction.

Students are motivated to attend school regularly. ICEF teachers and staff stress to students and parents alike, the importance of attendance as a prerequisite for academic success. ICEF office managers maintain a detailed record of attendance. Parents of absent students are contacted every morning their child is not in school. Further, View Park Preparatory Accelerated Charter High School offers students incentives to encourage exemplary attendance such as rewards, privileges, and recognition.

**Teaching Methodologies**

View Park Preparatory Accelerated Charter High School is a small learning environment that will focus on providing an enriched, standards-based curriculum. View Park Preparatory Accelerated Charter High School intends to provide each student with powerful learning experiences that are differentiated to meet individual student needs. A combination of small- and large-group instruction is utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional support. View Park Preparatory Accelerated Charter High School seeks to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and

- Teach a core academic program that utilizes research-based instructional practices and promotes artistic, information, scientific, and mathematical literacy, as well as critical thinking and reasoning.

- View Park Preparatory Accelerated Charter High School uses a variety of student groupings within each classroom and each school day. A wide variety of instructional strategies are employed to meet the differing needs of students at each grade level. These included, but are not limited to: 1) cooperative learning, 2) flexible grouping, 3) partner reading, 4) choral reading, 5) listening center, 6) D.E.A.R., 7) journal writing, 8) written and oral reports, 9) plays, and 10) role-playing.
View Park Preparatory Accelerated Charter High School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty is trained to:

1. Design standards-based instruction (using the principles of backwards design).
2. Align appropriate assessments to the standards, and;
3. Implement relevant, supplemental instructional activities that are aligned to standards and reflect research-based best practices
4. Teachers also design instruction that incorporates strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock.
5. Utilize Socratic Seminar to develop student’s critical thinking and analytical skills.

**Backward Mapping/Backward Design**

The method, known as “Backward Design,” is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that View Park Preparatory Accelerated Charter High School currently uses. The three stages are as follows:

**Stage 1: Unpacking and Prioritizing State Content Standards**

Teachers and administrators apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards. Specifically, teachers:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
  - the STAR exam and the pre-release questions from the SMARTER Balance Assessment that relate to each strand of the current Common State Standards (this will be tied to creating assessments)
  - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).
Teachers in each of the content areas, including Physical Education and visual performing arts, use California State Content Standards as part of this process. Please see the attached ICEF Transition to Common Core Standards Plan which is attached to this petition.

Stage 2: Aligning Assessments (formative and summative) to content standards

Teachers design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard.

Specifically, teachers:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative) that include Common Core Standards.
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles)
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
- Ensuring that all coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:
  - Small projects and other ways of experiencing real-world problems
  - Collaborative investigations and demonstrations
  - Mini-lessons that address specific skills within the context of larger projects
  - Giving guidance and adequate time to self-reflect and self-assess
  - Democratic classrooms and school structure
- Authentic assessments
- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined “Learning Targets” for all students by all teachers
- Rubric self-assessment
- The involvement of parents and utilizing community resources as educational partners in instructional presentation
- mentoring programs
- peer study groups
- Creating learning experiences that promote understanding, interest, and excellence
- Innovating and enhancing current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels at View Park Preparatory Accelerated Charter High School. Specifically, all teachers are charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

**Socratic Seminar**

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent.

Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After "reading" the common text, open-ended questions are posed.

Open-ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, a certain degree of emotional safety is felt by participants when they understand that this format is based on dialogue and not discussion/debate.

Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Americans are great at discussion/debate. We do not dialogue well. However, once teachers and students learn to dialogue, they find that the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer."
Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another’s ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other's names. This simple act of socialization reinforces appropriate behaviors and promotes team building.

**How Learning Best Occurs**

View Park Preparatory Accelerated Charter High School believes that learning best occurs when:

- Students are in a safe and nurturing environment where diversity is celebrated.
- Students are in an environment where all school community members (teachers, parents, community volunteers, fellow students and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization.
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and technology.
- Students see the connection between what they learn and the real world.
- Students work well individually and cooperatively as members of a group.
- Teachers have high expectations for all students.
- Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Standards for each subject area.
- Teachers use differentiated instruction to address each child’s needs and potential.
- Teachers use formative and summative data to drive instruction.
- Teachers continue to grow through professional development and remain lifelong learners.
- The School Director has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.
- The School Director has high expectations for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.
- The School Director supports the efforts of the students and teachers.
- The School Director as the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school’s educational program.
- The school treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students.
- Students have an educational experience that prepares them for successful learning opportunities and prepares them for success in college, careers, leadership and economic success.
- Students can build sustained and caring relationships with their fellow students, teachers, and community members.

While these tenets of instruction have been highly successful at all other ICEF, we recognize that each learning environment is unique and thereby, the needs of the students are unique as well. For this reason, View Park Preparatory Accelerated Charter High School engages all
stakeholders in a cycle of inquiry around student learning and achievement. A cycle of inquiry requires that the school community, led by the School Director, examines a question related to a gap in student learning. This question has been brought to the forefront through the analysis of multiple forms of data. The school community then examines research and best practices in order to set goals and enact a formal action plan to close the learning gap. Throughout each cycle, it may become necessary to implement alternative, research-based teaching strategies that are not listed above in order to increase student achievement. With that in mind, the list above can be viewed as dynamic and ever-changing in order to best meet the needs of the students.

**The View Park Prep Model**

The staff at View Park Prep Accelerated Charter High School practices instruction thoroughly grounded in research. Borrowing from the Accelerated School approach, teachers believe that learning best occurs through “Powerful Learning” opportunities as first outlined by Dr. Henry Levin (1986) and then updated and expanded upon by the Accelerated Schools Center at the University of Connecticut. There are five major components to powerful learning. It is:

- **Inclusive:** All students have the opportunity to participate in a rigorous curriculum where the products for each student are based on their individual needs and learning styles.
- **Authentic:** Teachers utilize a student’s culture and traditions while tying the curriculum to real-world situations.
- **Interactive:** The classroom is student-centered allowing the student to develop critical thinking skills while constructing and reflecting on work.
- **Continuous:** The curriculum is spiraled and teachers draw on prior experiences of students to teach new standards-based content.
- **Learner Centered:** Student work is displayed around the school and at exhibitions where students have choices in the products they create.

While the Accelerated Schools philosophy is the skeleton of the school’s outlook on how learning best occurs, View Park Prep Accelerated Charter High School looks to other practitioners to help inform instruction. The work of Robert Marzano et. al. in his book, *Classroom Instruction that Works* is one such example. In this book, Marzano outlines nine essential strategies all students need to practice and know to promote learning. These strategies are part of the flesh of the instructional program:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
In planning instruction, the school looks to the work of Grant Wiggins and Jay McTighe in Understanding by Design. By approaching curriculum from a backwards mapping perspective, teachers can help ensure that students are learning by first looking at the standards and the assessments and working backwards, providing students with the learning opportunities to be successful on the assessment and ultimately understand the standard. In addition, the UbD framework’s promotion of essential questions and transfer tasks promotes student learning by always focusing students on the big picture and then creating opportunities for them to apply the smaller objectives of an individual lesson within the framework of the larger unit standards. The six facets of understanding (explain, interpret, apply, have perspective, empathize, and have self-knowledge) help guide the instructional practices of the teachers within the UbD framework.

The instructional strategy that under girds the concept of “speeding up rather than slowing down the progress of at-risk students” is presented in the charter as Powerful Learning. Powerful Learning is a constructivist approach to teaching and learning. This approach stresses concrete experiences in mathematics and science that reinforces skills and concepts. Additionally through the use of Socratic Seminars and the Toulmin Model, reading, writing, and higher order thinking skills are nurtured across the curriculum. Think of this speeding up process in this way; if one were running a race and for whatever reason a runner fell behind, how could that runner catch up to the other competitors? Would slowing down narrow the gap to the leading runners? To catch up one must speed up rather than slow down. This principle is a basic tenet of the Accelerated Schools philosophy where all students are exposed to a rigorous curriculum that is geared toward speeding up the learning of students who traditionally are slowed down via a remedial curriculum and lowered expectations.

In addition extra tutoring and intense “intervention” tutoring is provided free of charge to students both during the day and after school to augment and facilitate learning for students in need of extra help. Our intervention program begins in September and ends in May. A separate summer program is offered based on available funding.

View Park Prep Accelerated Charter High School believes in 100% success for all students with clear 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. A visitor to the school will find a focus on developing proficiency in interpersonal skills; communication skills; critical thinking and high level proficiency in core content standards.

View Park Prep Accelerated Charter High School teachers use differentiated instruction[3] in all classrooms. View Park Prep Accelerated Charter High School is a school where learning is personalized to students’ needs in a small school structure where students and teachers work together in small learning communities. Teachers develop individual learning plans for students. Students who need help have an opportunity for additional tutoring and students who are advanced are given opportunities to take their learning further and go in depth with the subject matter. These opportunities will take place in class by the teacher using differentiated instruction techniques and at the end of the day during individualized instruction/study hall.

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3 Differentiation in Diverse Settings. Tomlinson, Carol Ann
We believe learning best occurs in a dynamic learning community that employs 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.

Learning best occurs 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.

**Parents as Partners in the Education of their Children**

View Park Prep Accelerated Charter High School’s success owes a great deal to parent support of the administration, faculty, curriculum, and the philosophy of the school. ICEF endeavors to make the operations of the school as transparent as possible, publishing and sharing with parents the budgets, job descriptions, flow charts, and strategic plans when appropriate, but no less than once each year. To date, the commitment to excellence demonstrated by our faculty, staff, and administration has generated an equally strong commitment on the part of our parents. Each administrator, each teacher, and above all, each parent takes personal responsibility for the success or failure of a student/child.

Constant contact between parents, children, and teachers, has reaped enormous benefits academically, socially, and professionally. Teachers feel more connected to the families and not just the child. Discipline problems are minimized, positive learning attitudes reinforced, and children have the wonderful experience of “overhearing” praise broadcast from teacher to parent. It is moments like this that make View Park Prep Accelerated Charter High School a village raising a child. ICEF will request that parents volunteer a minimum of four hours each month in the school or school-related activity.

Powerful learning is a complete emotional, physical, and intellectual involvement in the learning experience. It is launching oneself fearlessly into risk-taking because it is O.K. to try and to perhaps fail. It is lasting because it affects every fiber of one’s being and changes one’s perceptions forever (Accelerated Schools Resource Guide, 1992).

1. The View Park Prep Accelerated Charter High School community strives together to create powerful learning situations that will motivate students to learn and to succeed. The goal will be to create meaningful lessons that will help the children perceive connections between their school activities and their home lives. These experiences will require the highest level of imaginative thinking and complex reasoning possible at all grade levels. In many situations, students will be actively constructing and discovering the learning objectives.

2. California State Content Standards, Common Core Standards, and Secondary Courses of Study grade level skills are recognized as minimal skill expectations for all students. All textbooks used in the instructional program will be state adopted, state approved for compliance, and approved by the View Park Prep Accelerated Charter High School leadership including the School Director and ICEF Chief Academic Officer.
3. The School Director and CAO propose, and the staff approves, a core literature list for each grade level, which includes readings that are relevant to the students’ diverse cultural backgrounds. These readings are integrated as fully as possible into other areas of the curriculum to create a theme-based, meaningful curriculum.

4. Hands-on and concrete experiences in mathematics and science is used to introduce and reinforce all skills and concepts. Emphasis will be placed on technology as a tool for problem solving.

5. Increasing emphasis is placed upon the fine arts as a method of creativity and positive self-expression.

**Principles of View Park Preparatory Accelerated Charter High School**

The governance structure of ICEF’s View Park Prep Accelerated Charter High School will focus on the following Accelerated Schools Model principles:

**Principle 1: Unity of Purpose**

All members of the school community share a dream for the school and work together toward a common set of goals that will benefit all students.

**Principle 2: Empowerment Coupled with Responsibility**

Every member of the school community is empowered to participate in a shared decision-making process, to share in the responsibility for implementing these decisions, and to be held accountable for the outcomes of these decisions.

**Principle 3: Building on Strengths**

We believe in sharing and utilizing all of the human resources that students, parents, all school staff, and community members bring to the educational endeavor. Rather than focusing on and exaggerating the weaknesses of the various participants, we choose to see and utilize the potential in every individual.

Each person who is involved with the education of children brings to the process a wealth of diverse knowledge and talent. In the conventional school setting, these sources of talent are largely overlooked and under-utilized. Our goal is to inquire into and utilize each person's talent and area of expertise.

**Inquiry**

View Park Prep Accelerated Charter High School utilizes the inquiry method to foster school improvement. This method begins with each member of the school community reflecting on those areas of the school where the school most clearly demonstrates successful outcomes.
Having established this common ground, each member of the school community is asked where the school most clearly demonstrates ongoing challenges to its future success. Members of the school community then begin to research other schools and businesses to find models, practices, and policies that will help View Park Prep Accelerated Charter High School meet its challenges.

**How the Goals of the Program Enable Students to Become Self-Motivated, Competent and Life-Long Learners**

View Park Preparatory Accelerated Charter High School enables students to become self-motivated, competent and life-long learners by accomplishing two main goals. First, the program seeks to bring all student achievement to grade level or above. If students are on target academically, they are less likely to fall behind and become discouraged. Second, View Park Preparatory Accelerated Charter High School seeks to develop each student’s analytical and critical thinking skills. This is the key ingredient in life-long learning. Students have to know how to learn and know how to access new knowledge.

Therefore, View Park Preparatory Accelerated Charter High School teachers must give students opportunities for hands-on learning in addition to direct instruction so that students gain first-hand experience to solve problems. At View Park Preparatory Accelerated Charter High School students will become proficient or master the California Standards for their grade level while being immersed in a rigorous program based on the principles of learning, organizing for effort, clear expectations, accountable talk, academic rigor, fair and credible evaluations, recognition of accomplishments, socializing intelligence, learning as apprenticeship, and self-management of learning.

**What is a rigorous education?**

We believe a student is prepared to compete at the top universities (Princeton, Harvard, Spelman, Howard, Morehouse, Stanford, UCLA, and USC) when they can write clear and concise analytical essays free of mechanical errors that sustain a well-reasoned argument supported by multiple pieces of evidence. Closely reasoned arguments from the student’s point of view regarding politics, history, literature, mathematics and science, demonstrate a student’s ability to think independently and critically. We further believe that in order to compete in the 21st century by grade 12 students should be prepared to take advanced mathematics courses such as Calculus and beyond.

In addition to the aforementioned description, a rigorous education includes the completion of the following a-g requirements:

**A-G Graduation Requirement Standards**

**a. History/Social Science** – 2 YEARS REQUIRED
Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

**b. English** – 4 YEARS REQUIRED
Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

c. **Mathematics** – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED
Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that are accepted as equivalent to VPPACHS own math courses.

d. **Laboratory Science** – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED
Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.

e. **Language Other than English** – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED
Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if VPPACHS accepts them as equivalent to its own courses.

f. **Visual and Performing Arts (VPA)** – 1 YEAR REQUIRED
A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

g. **College Preparatory Electives** – 1 YEAR REQUIRED
One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

View Park Preparatory Accelerated Charter High School has established curriculum guidelines in concert with the State of California Content Standards and Common Core Standards that ensure that students are working on pace to achieve an education that will prepare them to compete academically at the top universities in the nation.

Finally, an additional example of rigor is that homework is assigned every night and on weekends. The minimum homework requirement per grade level is as follows:

9th Grade: 2½ hours  
10th Grade: 2 hours to 2½ hours  
11th Grade: 2½ to 3 hours  
12th Grade: 2½ to 3 hours
Teachers are charged to always make the homework relevant; that is, it must reinforce the day’s lessons, prepare students for the next day’s lesson, and that there must be “challenge work.” Teachers are asked to be thoughtful about homework assignments, and to discuss in their teams ways to avoid homework becoming “busy work.” The rigorous demands made on our students to do homework require our students to become self-disciplined and learn “smarter” ways of solving problems. The ability to use sixty minutes in an hour is an ideal we aspire to teach all of our students.

**Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects**

View Park Preparatory Accelerated Charter High School’s curriculum is based on the California State Frameworks and Academic Content Standards. The school will transition to and implement the Common Core State Standards and corresponding assessments by 2014-2015. Grade Level standards students are expected to master by the end of their grade level include, but are not limited to:

**English 9**
Grade - 9

**Brief Course Description**
What literature offers to all people, young and old alike is an imaginative understanding of human nature, that is, of the possibilities of human character and experience. If read carefully and reflectively, good literature can enlarge our understanding of human nature and help us become better judges of character. Fostering this enlargement is the goal of the 9th grade literature program. The goal will be to write, with reasonable consistency, 500 word compositions that adequately support opinions of the literature about what is really going on in a given crisis scene, and to do so in a readable style that is free of mechanical error.

**Course Goals and Major Student Outcomes**
1. Through the study of literature, students develop a greater understanding of the human experience.
2. Students learn critical thinking strategies and are able to apply them in a variety of situations.
3. Students use the Toulmin Model to write sustained arguments.
4. Students apply critical reading strategies in the three major genres: narrative, expository, and argument.

**Course Objectives**
1. Students build the necessary foundation for the scholarly study of Western Literature: Greek mythology and the Bible.
2. Students formally use the Toulmin Model to respond to literature.
3. Students use critical thinking and reading to make a distinction between the student’s personal experience and the literary experience.
4. In reading literature, students routinely analyze author word choice to develop vocabulary, distinguish between denotation and connotation, and gain a greater understanding of word origins and language development.
5. Students use teacher directed close reading to gain a deeper understanding of the text.
6. Students analyze the effects of various literary genres on the expression of a universal theme.
7. Students develop and use a grade level appropriate literary vocabulary: allusion, analogy, antagonist, aside, conflict, dialogue, exposition, foil, monologue, mood, protagonist, soliloquy, theme.
8. Students write a 500 word sustained argument, in a readable style, free of mechanical error.
9. Students consult and cite outside resources to more fully develop arguments in expository essays and responses to literature.
10. Students participate in meaningful discourse and articulate class responses in a logical and thoughtful manner.

Course Outline
I. Introduction to High School Reading and Writing
   A. Haiku III by Etheridge Knight
   B. Comp on Haiku III
II. Foundations I. for Study of Western Literature
   A. Greek Mythology Lessons
      1. Daedalus and Icarus
      2. Persephone and Demeter
      3. Prometheus
      4. Tantalus
   B. Greek Mythology Presentations
III. Black Ships Before Troy
   A. Close Reading Lessons
   B. Socratic Seminars on the three major focal scenes
   B. Writing Assignment: The story of the Iliad is that of Achilles’ anger: its cause, its course, and its consequence.
IV. The Odyssey
   A. Book I: Athene Visits Telemachus
      1. Mini-Comp: Athene’s visit changed Telemachus from..
   B. Book II: The Debate in Ithica
   C. Book IV: Menelaus and Helen
      1. Focal scene seminar: Have Helen and Menelaus reconciled?
      2. Major Paper
   D. Book V: Calypso
      1. The follies of the gods
   E. Book VI: Nausicaa
      1. Socratic Seminar
      2. Timed Writing: Odysseus presentation to Nausicaa proves he is, indeed, a man of wisdom.
   F. Summaries of Books VII and VIII
   G. Book IX: The Cyclops
      1. Focal Scene Seminar: Is Odysseus hubric?
2. Major Paper

H. Oral Presentations of Books X-XIX

V. Foundations for the Study of Western Literature II
   A. The Bible: Old Testament Lessons
      1. The Creation
      2. Cain and Able
      3. David and Goliath
      4. Moses and the Promised Land
      5. Student Presentations on Old Testament
      1. Birth of Jesus
      2. The Prodigal Son
      3. Lazarus
      4. Sermon on the Mount
      5. Student Presentations on New Testament

VI. A Raisin in the Sun
   A. Dream Deferred
      1. Close reading and vocabulary analysis
      2. Seminar
   B. In class readings
      1. Socratic Inquiry
      2. Title Justification mini-comps
   C. Major Paper on Ruth’s Scream
   D. Movie
   E. Final Paper: Is Walter Lee’s dream deferred?

VII. Othello
   A. Reading on narrative version
   B. Key scene analysis

Text and Supplemental Instructional Materials
Gods, Heroes, and Men of Ancient Greece, WHD Rouse (selections)
African American Poetry Unit
The Odyssey, Homer
Master Harold and the Boys, Fugard Athol
Gorilla My Love (selected stories)
A Raisin in the Sun, Lorraine Hansberry
Hamlet, Shakespeare

Key Assignments
Mini-Comps
   Haiku III
Raisin in the Sun Title Justifications
Major Papers
   Achilles
   Telemachus
   Helen and Menelaus
From the outset students will be encouraged to develop opinions and defend them both in class discussions and in well-constructed paragraphs. Their goal will be to write, with reasonable consistency, 500 word compositions that adequately support their opinions about what is really going on in a given crisis scene, and to do so in a readable style that is free of mechanical error. This program will be taught through correction lessons (which are mini teacher developed lessons designed to scaffold the essay revision process for students) that will routinely follow the return of every composition written. The mechanics program will focus on teaching students the real rules of conventional writing, meaning those rules whose violation stigmatizes a person as either a thoughtless writer or else a writer who is at best barely literate.

**Course Goals and Major Student Outcomes**

1. Through the study of literature, students develop a greater understanding of the human experience.
2. Students learn critical thinking strategies and are able to apply them in a variety of situations.
3. Students use the Toulmin Model to write sustained arguments.
4. Students apply critical reading strategies in the three major genres: narrative, expository, and argument.

Course Objectives
1. Students refine use of Toulmin Model by deepening clarifications and crafting water-tight warrants.
2. Students recognize identify common fallacies in argumentation in their writing and the writing of others.
3. Students use critical thinking and reading to make a distinction between the student’s personal experience and the literary experience.
4. In reading literature, students routinely analyze author word choice to develop vocabulary, distinguish between denotation and connotation, and gain a greater understanding of word origins and language development.
5. Students use teacher directed close reading to gain a deeper understanding of the text.
6. Students analyze the effects of various literary genres on the expression of a universal theme.
7. Students develop and use a grade level appropriate literary vocabulary: alliteration, antecedent, atmosphere, colloquialism, diction, voice, tone, irony, contradiction, subtlety.
8. Students write a 500 word sustained argument, in a readable style, free of mechanical error.
9. Students consult and cite outside resources to more fully develop arguments in expository essays and responses to literature.
10. Students participate in meaningful discourse and articulate class responses in a logical and thoughtful manner.

Course Outline
I. The Catcher in the Rye
   A. Opening paragraph lesson
      1. Intro of essential question: What causes Holden’s breakdown?
   B. Poem: In Betrand’s Garden
   C. Focal scene studies
      1. Sunny
      2. Coming Through the Rye
      3. Natural History Museum
      4. The Golden Ring
      5. The Writing on the Wall
   D. Major Paper: Holden’s Moral Infallibility

II. Selections from Edgar Allan Poe
   A. The Pit and the Pendulum
      1. Close Reading Test
      2. Listening Test
   B. The Tell Tale Heart
      1. Close reading on four focal sentences
      2. Major Paper: Was the narrator’s breakdown caused by paranoia, guilt, or hubris?
C. The Black Cat
   1. Language Study
   2. Mini-comp on perversity

III. Romeo and Juliet
   A. Narrative Version
   B. Selected scene studies
   C. Peer taught lessons
   D. Major Paper: Does Romeo’s love for Juliet mature.

IV. Fences
   A. Sonnet Study: Sins of the Father
   B. In class readings
   C. Title Justification papers
   D. Major Paper: Does Troy repeat the sins of his father or does he banish them with forgiveness?

V. The Old Man and the Sea
   A. Focal Scene 1: The Nature of Men and Lions
      1. Mini-Comp: How does Santiago’s dream of lions reveal his state in life?
   B. Focal Scene 2: The Fight
      1. Mini-Comp: Is Santiago fighting the marlin or himself?
   C. Focal Scene Three: A Fish Tale
      1. Mini-Comp: How is Santiago’s end a successful failure?

VI. Chronicle of a Death Foretold
   A. Focal Scene 1: The Set Up
   B. Focal Scene 2: The Wedding
   C. Focal Scene 3: Angela’s End
   D. Final Paper: If character alone foretold Santiago’s death, was it Angela’s character, Bayardo’s character, or Santiago’s own character?

Texts and Supplemental Instructional Materials
The Catcher in the Rye, J.D. Salinger
Chronicle of a Death Foretold, Gabriel Garcia Marquez
Romeo and Juliet, Shakespeare
Macbeth, Shakespeare
The Raven and Other Writings, Edgar Allan Poe
Barn Burning, William Faulkner
Fences, August Wilson

24. Key Assignments
Mini-Comps
   Catcher Focal Scenes 1-5
   Perversity - word study
   Romeo and Juliet Prologue

Key Assignments
Fences Sonnet Study
Santiago Papers 1-3

Major Papers
Holden’s Breakdown
Tell Tale Heart
Romeo’s Maturity
The Sins of Our Fathers
Chronicle of a Death Foretold

Presentations
Romeo and Juliet Scene Studies

Instructional Methods and/or Strategies
Socratic Seminars, Correction Lessons, Toulmin Model Writing, Close Reading

Assessment Methods and/or Tools
Rubric-based writing assignments, peer editing.

English 11 and 12
Grades – 11 and 12

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.

Structural Features of Informational Materials
2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

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

Expository Critique
2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims of consumer, workplace, and public documents.

Structural Features of Literature
3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3. Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.

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

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy Macbeth).

3.7 Analyze recognized works of world literature from a variety of authors:
   a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
   b. Relate literary works and authors to the major themes and issues of their eras.
   c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

Literary Criticism

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

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

Organization and Focus

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

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

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

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

Evaluation and Revision
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

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

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

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

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

Written and Oral Conventions
1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
1.3 Reflect appropriate manuscript requirements in writing.

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

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

Analysis and Evaluation of Oral and Media Communications
1.11 Critique a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominen, false causality, red herring, overgeneralization, bandwagon effect).

2.1 Write fictional, autobiographical, or biographical narratives:
   1. Narrate a sequence of events and communicate their significance to the audience.
   2. Locate scenes and incidents in specific places.
   3. Describe with concrete sensory details the sights, sounds, and smells of a scene and monologue to depict the characters’ feelings.
   4. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
   5. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
2.2 Write responses to literature:
   a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
   b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
   c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
   d. Demonstrate an understanding of the author’s use of stylistic devices and an appreciation of the effects created.
   e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
2.3 Write reflective compositions:
   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.

2.4 Write historical investigation reports:
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.

2.5 Write job applications and résumés:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
   c. Modify the tone to fit the purpose and audience.
   d. Follow the conventional style for that type of document (e.g., résumés, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

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

Texts and Supplemental Instructional Materials
The Bedford Reader (selections)
The Declaration of Independence
The Great Gatsby, Scott F. Fitzgerald
Hawthorne’s Stories (selections), Nathaniel Hawthorne
One Flew Over the Cuckoo’s Nest, Ken Kesey
Death of a Salesman, Arthur Miller
A Thousand Acres, Jane Smiley
A Streetcar Named Desire, Tennessee Williams

A Long Way Gone, Ishmael Beah
   Bible – “The Collapse and Resotration of King David’s Soul”
Why Don’t We Complain?, William F. Buckley
Everything Isn’t Racial Profiling, Linda Chavez
Gay Marriage: Societal Suicide, Charles Colson
On Keeping a Notebook, Joan Didion
The Channeled Whelk, Annie Dillard
The Narrative of the Life of Frederick Douglass, an American Slave, Frederick Douglass
Why I Stopped Being a Vegetarian, Laura Frasier
The Ambivalence of Abortion, Linda Baird Francke
On Nonviolent Resistance, Mohandas K Ghandi
Oedipus, A Summary, Edith Hamilton
Newsweek, Shunned at Berkeley, Joshua Hammer
The Burial at Thebes: A Retelling of Sophocles’ Antigone
Who Will Do Abortions Here?, Jack Hitt
Close Encounters with Immigration, Khan
Letter from a Birmingham Jail, Martin Luther King Jr.
The Only Child, John Leonard
Brothers, Thomas Merton
The Thief, Walter Mosley
New York Times – Crime and Punishment-Juvenile Division,
The Audacity of Hope, Barrack Obama
Shooting an Elephant, George Orwell
Diversion, Blaine Pascal
The Euthyphro, Plato
The Trial and Death of Socrates, Plato
What’s Wrong with Gay Marriage?, Katha Pollitt
Your Parents Must Be Proud, Richard Rodriguez
Love is a Fallacy, Max Shulman
A Vegetarian Philosophy, Peter Singer
A Modest Proposal, Jonathan Swift
Even if the Fetus is a Person, Judith Jarvis Thomson
Walden, Where I Lived and What I Lived For, Henry David Thoreau
We Do Abortions Here, Sallie Tisdale
On the legal and Moral Status of Abortion, Mary Anne Warren
Writing in College, Joseph Williams and Lawrence McEnerney

Course Title: Advanced Placement English Literature and Composition
Grade 11

Brief Course Description
The texts we will read this year have been organized around the theme of Our Perceived Reality. More specifically, the course will explore the ways in which we interpret our unique life experiences and that perspective to create what we mistakenly believe to be an objective reality. Specific attention will be paid to the American Dream and the way it shapes our perspective within the context of different cultural experiences. The course will commence with a close reading of the Declaration of Independence as a platform for understanding what America’s forefathers envisioned for America, and how we have translated it into the American Dream. Students will study several texts in depth to explore these essential ideas.

Pre-Requisites: English 10
TEXTBOOKS
Title: The Great Gatsby
Edition: Scribner 2004
Publication Date: 2004
Publisher: Scribner
Author(s): F. Scott Fitzgerald

Title: Hawthorne’s Short Stories (excerpts)
Edition: 
Publication Date: 1946
Publisher: Vintage Books
Author(s): Nathaniel Hawthorne

Title: Death of Salesman
Edition: Penguin Classics
Publication Date: 1976
Publisher: Penguin Books
Author(s): Arthur Miller

Title: The Bluest Eye
Edition: Vintage International
Publication Date: 2007
Publisher: Vintage Books
Author(s): Toni Morrison

The purpose of this course is to build on the goals of the English 10 and expand students’ knowledge of the study of literature, specifically targeted at the goals of Advanced Placement English Literature and Composition, and in preparation of the Advanced Placement exam. Students will be able to deepen their understanding of the human experience through the study of literature. The course provides an opportunity for students to learn high level critical thinking skills and apply them in a variety of situations. This course is designed to further students’ knowledge of the argumentative writing model and expose them to more nonfiction rhetoric, with which they can begin to structure their arguments.

Unit One:
Non-fiction Reading and Rhetoric I (The Constitution and “Rethinking the American Dream”)
I. Read The Constitution
II. Socratic Seminar leading to values and deeper understanding of the American Dream
III. Non Fiction Reading “Rethink the American Dream”. Comparison to Kanye wests’
IV. Introduction of Essential Question: After reading and analyzing both Kanye West’s claim and David Kamp’s claim, is either depiction of the American Dream accurate?
V. Socratic Seminar
VI. Writing Direct Instruction: premises
VII. Major Paper using premises. Responding to the essential Question
VIII. Introduction to AP exam components, literary terms.

Unit Two
The Great Gatsby
I. Introduction to themes and historical context
II. Moral Decline article (current event)
III. Introduce writing prompt (Essential Question): F. Scott Fitzgerald’s The Great Gatsby is often touted as a critique of American values. Is it also possible to assume that Fitzgerald questions our basic nature as humans to delude ourselves? Does the Great Gatsby support the notion that self-deception and lack of self-reflection leads to inevitable moral decline? Using the Toulmin Model, write an essay of 750-1250 words arguing for your interpretation of the text
IV. Writing Assignment: Moral Decline in the Roaring 20’s
V. Introduce Chapter 1 vocabulary and vocabulary logs
VI. Close read Key Scenes 1a/1b
VII. Close Reading of Key Scene 2 (23-24)
VIII. Writing Assignment: How might the Valley of Ashes symbolize moral decline? Make specific references to the figurative language used in the passage covered in class.
IX. Intro to Key Scene 3-Myth Creation Discussion-Why do people create myths surrounding their pasts? Close Reading of Key Scene Three (pages 39-49)
X. Create Chart of Myth vs. Fact sheet Key Scene 4 Study and writing assignment.
Response to Literature: Does Gatsby begin to reevaluate his happiness at the end of the chapter?
XI. Key Scene 5 study and Multiple Choice Questions
XII. Key scene 6: chapter 7, Response to Literature: Who is the true victim of Chapter 7?
XIII. Key Scene 7 Study and Close reading
XIV. Socratic Seminar
XV. Final Essay Correction lesson and peer review
XVI. Continued examination of Literary terms and application of concepts to text.
XVII. Advanced Placement practice essays

Unit Three Overview of American Literature Genres Part I and II
I. Introduction of Timeline and various Genres
II. Preview of major poets starting with Anne Bradstreet-Contemporary poets including but not limited to Langston Hughes, Amiri Baraka, and WS Merwin.
III. Writing assignment: Research paper connecting a movement to several poets
IV. Introduction of short story genre-Nathaniel Hawthorne’s short stories, “Young Goodman Brown” and The Minister’s Black Veil
V. Writing assignment: Young Goodman Brown: Does Nathaniel Hawthorne’s YGB support the notion that human being are inherently good or inherently evil?

VI. Continued examination of Literary terms and application of concepts to text.

XVIII. Advanced Placement practice essays

Unit Four Non-Fiction and Rhetoric II
I. Reading of Non-fiction text using the Opinion Editorial Pages on current issues
II. Explanation of deconstructing and argument
III. Writing assignment: Critique of an argument

Unit Five Death of A Salesman
I. Introduction of Historical context (Review of genres)
II. Personal narrative: How can parents instill values in their children?
III. Introduction to essential Question: Which child is Willy most successful in imbuing with the “spirit to walk into the jungle?”
IV. Features of a play: Stage Directions
V. Character List
VI. Focal Scenes Act 1-response to Literature
VII. Focal Scenes Act 2-response to Literature
VIII. Final Socratic Discussion with a definition of “spirit to walk into the jungle”
IX. Final Essay, correction lesson, revision, and peer editing
X. Advanced Placement practice essays
XI. Continued examination of Literary terms and application of concepts to text.

Unit Six The Bluest Eye
I. Introduction to Historical Context
II. Review article (Chris brown Intro Activity)
III. Introduce Essential question: Toni Morrison’s The Bluest Eye chronicles the life of Pecola Breedlove and those who have impacted her life, namely: Polly Breedlove, Cholly Breedlove, and Soaphead Church. By end the novel, all four are depicted as having been “ruined” by the condition of their own character. What common condition is at the root of all four character’s personal destruction? Using the Toulmin Model, write an essay of 750-1250 words arguing for the student’s interpretation of the text.
IV. Key Scene 1a/1b
V. Key Question response to Literature
VI. Close Reading Multiple Choice Practice (from AP Practice book)
VII. Key Scene 2a: The Thing, pp. 62t – 74b
   Key Scene 2b: Girls from Mobile, pp. 81t – 88t
   Key Question: What does revelation does Claudia have that allows her to identify the “‘Thing’ to fear?” Do the girls from Mobile suffer from this “Thing?”
VIII. Close Reading Multiple Choice Practice, pp. 110t – 114m (teacher created)

Key Scene 3: Meeting Cholly, pp. 121-131
Key Scene 4a: In the Forest, pp. 150-153
Key Scene 4b: TheAftermath, pp. 158-163
Key Scene 5: A Letter to God, pp. 176-182
Key Scene 6: The Why, pp. 204-206
IX. Final Essay Socratic Seminar and Rough Draft
X. Revision and Correction Lesson
XI. Continued examination of Literary terms and application of concepts to text.
XII. Advanced Placement practice essays

Key Assignments:

- Formal Papers for each essential Question
- Response to Literature
- American Literature Timeline
- American Literature in a Nutshell project and Presentation

Instructional Methods and/or Strategies:

Every unit includes several focal scenes and an essential question.

In determining which scenes to discuss more thoroughly, we chose key scenes for closer examination. Each of these scenes should be taught using the same series of instructional strategies:

- Close reading and analysis of the key scene
- Socratic discourse around the issue introduced by the scene
- A brief writing assignment responding to the scene
- Focused feedback and instruction based on student performance on the writing assignment (Correction Lesson)

By focusing our instruction on these key scenes and instructional strategies, we are ensuring that all instructional activities are limited to those things that will help us achieve our goals. However, this does not mean that we ignore the text that comes in between the key scenes. We still read and discuss the entire text, but we only focus close analysis on the key scenes.

Assessments Including Methods and/or Tools:

There are periodic assessments using multiple choice exams and timed writing assessments. The timed writing focuses on preparing students to respond to complex themes in a readable focused fashion.

The multiple choice exams are designed to test critical reading skills as well as vocabulary development.

Rubric based writing assignments are used to focus students’ argumentative process.
Several Practice exams in preparation for the AP exam.

Writing
The eleventh grade writing goals focus on writing a more complex arguments and analysis of literature by using multiples premises, each one tying together multiple pieces of evidence.

Eleventh Grade Writing Goals:

Students write:
- arguments of approximately 750 words using claim, clarification, evidence, warrant, objection, and reply
- premises to outline complex reasoning and tie together multiple pieces of evidence
- integrating evidence and quotations naturally into arguments
- free of mechanical error
- an increasing sophistication of sentence structure and style

Students are required to write one major paper per novel. Additionally, students complete several responses to literature per unit. These responses to literature are generally shorter papers completed in class. Every writing assignments includes a correction lesson which provides opportunity for students to correct grammatical errors and revise their papers through peer editing and one on e consultation with teachers.

AP Language

Grade Level for which this course has been designed: 12
Unit Value: 1.0 (one year equiv.)

Brief Course Description
“The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.” (College Board, 2004)

Pre-Requisites: English 11: American Literature and Composition.

TEXTBOOK (EXCERPTED)
Title: Read, Reason, Write
Edition: 9th Edition
Publication Date: July 2009
Publisher: McGraw/Hill
Author(s): Dorthy Seyler

TEXTBOOK (EXCERPTED)
Title: Everything’s an Argument
Edition: 5th Edition
Publication Date: December 2009
This course aims to train seniors how to think about and write up longer argumentative papers that demonstrate argument literacy at the college level—the ability to read, summarize and contribute to sophisticated arguments mainly on political, social and ethical issues. Students will read, outline and critique the arguments and various rhetorical devices used in a plethora of professionally written essays, letters, editorials and research papers. They will use college library resources to develop and support their arguments and the MLA (Modern Language Association) format to cite outside sources. The overarching objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

**Course Outline:**

**Unit 1: The American Dream Revisited**

- **Reading List**
  - Williams, Joseph and Lawrence McEnerney. *Writing in College.*
  - *The Declaration of Independence*

**Unit 2: Personal Integrity**

- **Reading List**
  - Haney, Seamus. *The Burial at Thebes: A retelling of Sophocles’ Antigone*
  - King, Martin Luther Jr. *Letter from a Birmingham Jail*

**Unit 3: The Search for Truth**

- **Reading List**
  - Plato, *The Euthyphro.*
  - Plato, *The Trial and Death of Socrates.*
  - Bible, *The Collapse and Restoration of King David’s Soul.*

**Unit 4: Frederick Douglass/ Rhetoric in Narrative**

- **Reading List**
  - Jolliffe, David. *Everyday Use,* (“Rhetoric in Narrative”)
  - Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave.*
  - Beah, Ishmael. *A Long Way Gone.*
Rodriguez, Richard. “Your Parents Must Be Proud.”
Orwell, George. “Shooting an Elephant.”
Pascal, Blaine. “Diversion.”
Merton, Thomas. “Brothers.”

Unit 5:
Rhetoric in Argument

- Reading List
  - Jolliffe, David, *Everyday Use* (Chapters 1-4)
  - Didion, Joan: “On Keeping a Notebook”
  - Swift, Jonathon, “A Modest Proposal”
  - Hammer, Joshua, *Newsweek*, “Shunned at Berkley”
  - Buckley, William F., “Why Don’t We Complain?”
  - Fraiser, Laura “Why I Stopped Being a Vegetarian”
  - Singer, Peter, “A Vegetarian Philosophy”
  - Colson, Charles, “Gay ‘Marriage’: Societal Suicide”
  - Pollitt, Katha, “What’s Wrong with Gay Marriage?”
  - Khan “Close Encounters with Immigration”
  - Chavez, Linda, “Everything Isn’t Racial Profiling”
  - Shulman, Max, “Love is a Fallacy”
  - Thomson, Judith Jarvis. “Even if the Fetus is a Person.”
  - Tisdale, Sallie. “We Do Abortions Here.”
  - Hitt, Jack. “Who Will Do Abortions Here?”

- Viewing Items
  - Graphs, Survey, Statistics
    - Racial Profiling in the US and Other Countries
    - American Consumption of Meat
    - Worldwide Marriage Rates

- Assessments
  - Writing Project
    - Reader Response Notebook—Read selections from the list and respond. Include in your response the title, author and genre of the work, a concise, cogent summary the author’s purpose or argument, his or her audience, and “technical information” and rhetorical analysis with examples; as well as personal response/notes section to the piece. Each entry is to be about one page in length.
Compositions

- Expository Essay—After reading Franke, Warren, Tisdale, and Hitt’s arguments for and against abortion, write a three page paper summarizing the possible arguments for and against abortion.

- Argumentative Essay (Multi Draft): Given the reading on abortion, write an argumentative paper in which a sustained case is made for or against abortion. Cite at least two of the essays read in class and supplement the argument with additional research from the library and Internet. Cite at lest two additional sources. All source information and text citation must be in MLA format.

- Argumentative Essay (Multi Draft)—Select a topic that is appealing to and arguable. Using the library and the Internet, research the topic and include at least three authoritative sources to support the position. Employ rhetorical devices (i.e. rhetorical questions, periodic sentences, repetition, parallel structure, diction, figurative language, etc) that were modeled in the reading selections. Refer to personal notes from the Reader's Notebook project for ideas on writing. All source information and text citations must be in MLA format.

- Journals: Defend, Qualify or Challenge—After reading each of the above essays, take a position on the author’s position by defending, qualifying, or challenging it.
  
  - AP Timed Write- Coca Cola Letters and/or Peter Singer
  - Quiz Logical Fallacies and Appeals—students are be provide reasons for a list of faulty arguments and identify the type of appeal used in others
  - Vocabulary Quizzes: Language of Persuasion—students memorize and be quizzed on the a glossary of 30 terms
  - Grammar—revision of previous essay for passive/ active voice and verb tense errors
  - Logos, Pathos, Ethos Posters— Students define, provide examples

Unit 5: The Image as Text

- Images:
  - Timely political cartoons/Cartoons from the New Yorker
  - www.worldsfamousphotos.com
Unit 6: (This unit is adapted from colleague syllabus after attending AP workshop.)

**Synthesis/ Modes/ Methods**

- **Reading List**
  - Jackson, Shirley, “The Lottery”
  - Vowell, Sara, “Shooting Dad”
  - Alice Walker, “Everyday Use”
  - Saukko, Linnea, “How to Poison the Earth”
  - Brody, Judy, “I Want a Wife”
  - Baker, Russell, “The Plot Against People”
  - Dillio, Don, “Videotape”
  - Glib, Dagoberto, “Pride”

Assignments Unit 1

- **Assignments**
  - Composition
    - Interactive Journal—make at least four entries into your reading journal in which you continually explore the following question:
      
      How is Obama’s ideal of the American Dream different from that which you explored your Junior year? From society’s American Dream?

    - Essay (Multi Draft)—Write an expository/argumentative paper first outlining Obama’s approach to reclaiming America. Then, respond to the validity of these ideas. Does his approach seem viable?

    - Narrative Essay: Choose an incident that illustrates your perception of or belief about the state of America. Write a narrative essay in which you convey this belief without ever explicitly stating it.

- **AP Preparation: Practice Exam**
- **Quiz:** Memorization of the first three sentences of the *Declaration*
- **Annotation of College Writing:** Two page summary of the major differences between “high school writing” and “college writing.”

UNIT 2

- **Major Assignments**
  - Writing
    - Analytical Essay: King’s critics claimed that he was trying to change America; yet, his supporters claimed he was trying to move America to truly embody the ideals of the founding fathers. Write an argumentative essay in which you make a case for his critics or
his supporters. Cite evidence from the text and your historical research.

- Timed Writing: One of the many themes of the story of Antigone is personal integrity. Does Antigone exhibit personal integrity or is her adherence to her ideals self serving?

- Synthesis Essay: King himself stated that he was greatly influenced by the classics. Write an essay in which you analyze the influence the great ideas of Western thought on King’s beliefs. Cite *Letter from a Birmingham Jail, Antigone*, one of the great works mentioned in *Letter*..., and any other work by MLK.

  o Smaller Assignments
    - Flash cards on AP vocabulary
    - Quiz on AP vocabulary
    - Writing Journal: 1) Keep a list of the rhetorical devices King uses in order to make his case 2) King summarizes the development of the great ideas of Western thought. How does his choice of examples serve to strengthen his case.
    - AP Practice Exam

UNIT 3
- Assignments
  - Interactive Journal—make at least four entries into your reading journal in which you respond to the effectiveness of the rhetorical strategies used in above works.
  - Mini-expository essay—Write a two page paper in which you outline Socrates’ position in *The Trial and Death of Socrates*.
  - Synthesis Essay (Multi Draft)—Given Socrates Fortlow’s actions in the thief and the historical Socrates’ philosophy, is Socrates Fortlow aptly named? Use MLA style to cite evidence from *The Thief, The Trial and Death of Socrates, and The Euthyphro*.

  o AP Preparation: Practice Exam including timed writes.

UNIT 4
- Major Assignments
  - Compositions
    - Essay (Multi Draft)—Analyze the way Douglass uses rhetorical devices to reveal his attitude toward one or more of the following: knowledge and power, self sufficiency and interdependence, and race and identity. Cite at least three passages from the book.
• In class essay: While narrative writing often appears to merely present a story, oftentimes, beneath the surface, the author is making an argument. What is Orwell’s argument in *Shooting an Elephant*? Cite specific passages from the essay to support your position.

• Reading Response journal on *A Long Way Gone*: Make at least ten entries into the reading response journal analyzing the rhetorical strategies that Beah uses in order to make his argument about redemption.

• Author Imitation: Students write one page to imitate the style of the author in the last six essays in the reading list. Two of these will be timed writes.

• Narrative Essay: Students write a personal mission statement to uncover their beliefs. Then, students choose one belief and write a narrative essay depicting the moment they adopted that belief.

UNIT 5

• Assignments:

  o AP Multiple Choice Practice: students take, score and reflect upon one section of a released AP Multiple Choice exam
  o Reading quizzes

  o Writing:

    • Cartoon Response Essay: Write a one page response to one of the cartoons in which you analyze the author’s position. How does the author make his point and why does the medium of the cartoon best serve his purpose? Be sure to cite evidence from the “text.”

    • Photo Response Journal: After looking through Lewis Hine’s photo’s of child labor, choose two to three photographs to respond to. Address the following questions: Through his photographs, what point is Hine’s trying to make? Choose two or three specific details in each photo to analyze. How do these details help to convey Hine’s attitude toward the subject.

    • Photo Response Essay (Multi-Draft): Visit [www.worldsfamousphotos.com](http://www.worldsfamousphotos.com) and choose an image you have a strong response to. Use the library and the internet to research the subject of the image, the context of the image, and the
photographer. Then write an essay in which you analyze the photo and make a case for the statement the photographer is making with that specific piece. Use MLA formatting to cite your sources.

UNIT 6

- Assessments
  - Compositions
    - Précis Writing—Respond to the authors on the reading list with a single, well-constructed précis. Do not deviate from the formulaic model, and be sure to include strong, academic language from previous vocabulary quizzes on persuasive language.
    - Writing Project: “One Pagers” (Multi Draft)—Literary “modes” or “methods” inform us of the style of piece of writing. The mode or method is different from genre because it describes how a person writes rather than what she/he writes. For the next project, students will be reading and writing in the selected methods/ modes that have already been read and written précis on. Select an interesting topic. After completing the modes reading list, students will write a “One Pager” on your topic in the same mode.
    - “Follow a Columnist” Students choose a prominent newspaper, radio, or blog columnist to follow and thoroughly annotate five articles. Annotations should emphasize the central idea, rhetorical strategies used to convince the reader of the central idea, the tone, and any logical fallacies. For one of the articles, students write an objective news report and also write an opposing view on the same issue reported in the column.
  - Rubric Creation—Students create rubrics for each of the “One Pagers” and then score each other’s work.
  - AP Timed Write—Released synthesis “TV Politics”

AP Timed Write—“Non-native species

Instructional Methods and/or Strategies:

Every unit includes several focal scenes and an essential question. In determining which scenes to discuss more thoroughly, we chose key scenes for closer examination. Each of these scenes should be taught using the same series of instructional strategies:

- Close reading and analysis of the key scene
• Socratic discourse around the issue introduced by the scene
• A brief writing assignment responding to the scene
• Focused feedback and instruction based on student performance on the writing assignment (Correction Lesson)

Assessments Including Methods and/or Tools:

There are periodic assessments using multiple choice exams and timed writing assessments. The timed writing focuses on preparing students to respond to complex themes in a readable focused fashion. The multiple choice exams are designed to test critical reading skills as well as vocabulary development. Rubric based writing assignments are used to focus students’ argumentative process. Additionally, there are practice exams and several AP exams to help monitor student progress.

Writing:

The goal of the writing program implemented in this course is that students be prepared to write the type of position papers required in college. This will require the student to generate an effective thesis, support your thesis with major premises and evidence, and to justify your argument. In order to do this effectively, the student must synthesize information from multiple sources to create a coherent and sustained case for your position and cite your sources using an approved method of citation. Throughout this course we will focus on analytical, argumentative, and expository writing, however, we will also use informal journal writing in order form our arguments.

Algebra I
Grade – 9 and 10

Brief Course Description
Algebra 1 consists of symbolic reasoning and calculations with symbols. By studying this subject, the students will be able to develop an understanding of the symbolic language of mathematics. In Algebra 1, students will also learn how to analytically apply concepts to computational and word problems given throughout this school year. This class is mainly structured to promote multiple ways of solving simple and complex problems.

Course Goals and Major Student Outcomes
1. Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and rising to a fractional power. They understand and use the rules of exponents. California Standard 2.0
2. Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. California Standard 5.0
3. Students graph a linear equation and compute the x- and y-intercepts. They are also able to sketch a region defined by a linear inequality. California Standard 6.0
4. Students understand the concepts of parallel lines and perpendicular lines and how the slopes of these lines are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point. California Standard 8.0
5. 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. California Standard 9.0
6. Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. California Standard 15.0
7. 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. California Standard 16.0
8. 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. California Standard 22.0
9. Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. California Standard 23.0
10. Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. California Standard 15.0
11. 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. California Standard 16.0
12. 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. California Standard 22.0
13. Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. California Standard 23.0

Course Objectives
1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
   1.1 Students use properties of numbers to demonstrate whether assertions are true or false.
2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
3.0 Students solve equations and inequalities involving absolute values.
4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x-5) + 4(x-2) = 12.
5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph \(2x + 6y = 4\)). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by \(2x + 6y < 4\)).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

24.1 Students explain the difference between inductive and deductive reasoning.
and identify and provide examples of each.
24.2 Students identify the hypothesis and conclusion in logical deduction.
24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:
25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never 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.

Course Outline
Algebra students will master four main units throughout the year. Weaved in the units are all the topics listed below.

1. Number Properties
   a. Connections to Algebra - variables, powers, order or operations, equations, inequalities, tables, graphs, and intro to functions real numbers line, real numbers, matrices, distributive property, probability, and odds
   b. Solving Linear Equations - multi-step equations, variables on both sides, linear equations, decimal equations, formulas and functions, rates, ratios, and percents

2. Graphing
   a. Graphing Linear Equations and Functions
      Coordinates, scatter plots, intercepts, slope of a line, slope-intercept form
   b. Writing Linear Equations
      Slope-intercept form, point-slope form, standard form
   c. Solving and Graphing Linear Inequalities - Mutli-step linear inequalities, absolute value equations, stem-and-leaf, mean, median, mode, box-and whisker

3. Quadratic & Polynomials
   a. Systems of Linear Equations and Inequalities Graphing, substitution, linear combinations
   b. Exponential Functions
   c. Quadratic Equations, Functions, and Polynomials

4. Functions & Rational Expressions
   a. Factoring
   b. Rational Equations and Functions
   c. Radicals and Connections to Geometry
   b. Properties of Real Numbers

Texts & Supplemental Instructional Materials
Text Book-Saxon Math-Algebra I (with workbooks and additional resources). Saxon Publishers
Supplemental Materials: graphing calculators, manipulatives, math-factory generator.

Key Assignments
Problem sets
Toulmin written assignments
Applied concepts project i.e. (exponential growth and decay project)
Basic math worksheets

Instructional Methods and/or Strategies
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Graphing calculator activities
Guided Discovery

Assessment Methods and/or Tools
1. Objective performance assessment tests
2. Midterm exam
3. Unit exams
4. Daily Quizzes
5. Final exams

Geometry
Grade Level: 9th, 10th

Brief Course Description
This particular course is designed to give students an intuitive understanding of core geometry concepts, before asking students to prove theorems. During their investigations, students will discover the beauty of formal mathematics, and develop strong reasoning skills, allowing them to tackle the proofs and formal mathematics they will likely encounter in college. The ability to make precise arguments using reasoning and logic is essential in almost every academic subject, including non-quantitative disciplines like English and Political Science. A strong foundation in proof-writing is an invaluable asset for View Park Preparatory Accelerated Charter High School students pursuing undergraduate and graduate studies. In this course, geometry topics are frequently bridged to core algebra concepts to (1) demonstrate the close connection between the two topics, and (2) maintain student’s algebra skills.

Course Objectives
Standards:
1. Students will identify and give examples of undefined terms, axioms, theorems, and deductive reasoning 1.0
2. Students will write geometric proofs 2.0, 3.0
3. Students will prove and use theorems involving the properties of parallel lines 7.0
4. Students will prove that two triangles are congruent and use the concept of congruent triangles to prove angles and segments congruent 5.0
5. Students will prove and use properties of triangles 12.0, 6.0
6. Students will prove and use theorems involving quadrilaterals 7.0, 12.0
7. Students will identify and know the effect of rigid transformations of plane figures
8. Students will prove polygons similar and use the properties of similar figures 5.0
9. Students will use the properties of right triangles 14.0, 15.0, 18.0, 19.0, 20.0
10. Students will prove and use theorems involving the properties of circles
11. Students will compute areas of polygons and circles 10.0, 11.0

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12. Students will compute the surface area and volume of geometric solids 9.0
13. Students will perform basic geometric constructions 16.0 congruent and use the concept of congruent triangles to prove angles and segments congruent 5.0

Course Outline

Points, Lines and Planes
- Basic Geometry Terms: Point, Line, Plane, Ray, Segment, Bisector, Angle, Parallel Lines, Perpendicular Lines
- Properties of Points, Lines and Planes
- Properties of Angles
- Complementary/Supplementary
- Acute/Obtuse/Right
- Vertical Angle Theorem (PROOF)
- Properties of Axiomatic Systems
- Definition, Postulate, Conjecture, Theorem

Triangles
- Triangle Types: Acute, Obtuse, Isosceles, Scalene, Right Parallel Postulate
- Alternate Interior Angles (PROOF)
- Sum of Angles of Triangles (PROOF)
- Exterior Angle Theorem (PROOF)
- Greater Angle Opposite Greater Side
- Sum of Two Sides Greater Than Third Side
- Congruence Shortcuts (SSS, SAS, ASA, SAA, AAA)
- Corresponding Parts of Congruent Triangles
- Congruence Proofs
- Centroid
- Polygons
- Angle Sum
- Exterior Angle Sum
- Quadrilaterals Types: Trapezoids, Rhombi, Parallelograms, Rectangles, Squares
- Trapezoid Midsegment Property
- Quadrilateral Angle/Side/Diagonal Properties
- Transformations & Symmetry
- Translation, Rotation, and Reflection
- Lines of Symmetry
- Rotational/Reflective
- Ordered Pair Rules
- Composition of Functions

Circles
- Arc Length
- Tangent Lines
- Inscribed Angles
- Pi
- Circumference of a Circle
Area & Volume
- Area Formulas: Quadrilaterals, Triangles, Regular Polygons, Circles
- Area of Sections for Polygons and Circles
- Surface Area of Solids (prisms, pyramids, cylinders, cones, and spheres)
- Volume of Solids (prisms, pyramids, cylinders, cones, and spheres)
- Calculating Volume Through Displacement
- Impact of Changing Shape’s Dimensions on Area & Volume
- Pythagorean Theorem
- Pythagorean Theorem (PROOF)
- Special Right Triangles: 30-60-90, 45-45-90
- Vector Length/Distance Formula
- Equation of a Circle

- Similarity
- Ratios and Proportions
- Similar Polygons (including Triangles - AAA)
- Proportions of Areas and Volumes
- Trigonometry
- Sine, Cosine and Tangent
- Pythagorean Theorem

Texts & Supplemental Instructional Materials
Discovering Geometry: An Investigative Approach

Key Assignments
Mid Term
Final Exam
Projects
Problem Sets

Instructional Methods and/or Strategies
Lecture
Teacher facilitated discussion
Investigations
Projects
Student practice problems

Assessment Methods and/or Tools
Publisher tests
Teacher designed tests
Portfolio/notebook
Student projects
Homework
Semester final exams

Algebra II
Grade Level – 9, 10 and 11

Brief Course Description
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. This course also investigates trigonometric ratios, identities, conic sections, the binomial theorem, and probability. Calculator applications will be introduced. This is a second course in Algebra. The course is based on the standards set by the State of California. The following topics are included: functions; variation and graphs; linear functions; matrices; systems; quadratic functions; powers; inverses and radicals; exponential and logarithmic functions; trigonometry; polynomials; quadratic relations.

Course Goals and/or Major Student Outcomes
1. After completing this course, students will have expanded their ability to solve equations and inequalities, factoring polynomials, graphs, and exponents, and solving quadratic equations.
2. Students will further develop the ability to perform quadratic, logarithmic, and exponential functions.
3. Finally, students will understand the real-world applications of algebra and its concepts

Course Objectives
California State Standards
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; 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 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; 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

Course Outline
A. Polynomials and Rational Expressions
   i. Evaluating an Graphing Polynomial Functions
   ii. Adding, Subtracting, Mutliplying, and Dividing Polynomials
   iii. Factoring and Solving Polynomial Equations
   iv. Fundamental Theorem of Algebra
v. Graphing Rational Functions
vi. Solving Rational Equations

B. Quadratics and Conics
   i. Graphing and Solving Quadratic Functions and Inequalities
   ii. Completing the Square
   iii. Quadratic Formula and the Discriminant
   iv. Distance and Midpoint Formula
   v. Parabolas, Circles, Ellipses, Hyperbolas
   vi. Graphing and Classifying Conics

C. Exponential and Logarithmic Functions
   i. Exponential Growth and Decay
   ii. Logarithmic Functions
   iii. Properties of Logarithms
   iv. Solving Exponential and Logarithmic Equations
   v. Modeling with Exponential and Power Functions

D. Probability and Statistics
   i. The Fundamental Counting Principle and Permutations
   ii. Combinations and the Binomial Theorem
   iii. Probability of Compound Events
   iv. Probability of Independent and Dependent Events
   v. Binomial and Normal Distributions

Texts & Supplemental Instructional Materials
Textbook – Saxon Math-Algebra II (with workbooks and additional resources). Saxon Publishers

Key Assignments
1. Unit by unit problem sets
2. Quizzes
3. Multiple choice and free response exams
4. Culminating activity projects
   a. Drawing with Linear Perspective
   b. Magic Squares
   c. Mathematical Models of Learning
   d. Monte Carlo Method

Instructional Methods and/or Strategies
1. Seminar Instruction
2. Direct Instruction
3. Project group work
4. Work with a learning coach
Assessment Methods and/or Tools
1. Daily/Weekly review of student work by teacher
2. Daily homework
3. Daily classwork
4. Notebooks
5. Other alternative assessments
6. Written examinations
7. Student demonstrations
8. Student work samples
9. Student projects
10. Portfolios

PRECALCULUS:
Grade 12

COURSE OUTLINE
Precalculus is an in-depth study of functions and a review of algebraic, geometric, and trigonometric principles, and techniques. Graphing calculators are used to explore, solve, and verify various functions, equations, and inequalities. Students enrolled in Precalculus should have already mastered the concepts of Algebra 2.
Biology
Grade Level - 9

Brief Course Description
The Biology course studies living things. The subjects of cells, genetics, evolution, ecology, human physiology, and microbiology are discussed extensively. The course studies the function, structure, behavior, and classification of several living organisms. The inter-relationships that exist amongst various living organisms are also explored. There is a laboratory component for this course. The student will gain practical laboratory skills and gain a working knowledge of how the scientific method is used to gain information about several topics. The students will learn how to design, conduct, and interpret experimental results as well as how to effectively communicate their findings in writing. This course also employs Socratic seminars that focus on discussing several ethical and moral issues such as cloning, stem cell research, genetic engineering, and gene therapy.

Course Goals and/or Major Student Outcomes
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:

a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

b. Identify and communicate sources of unavoidable experimental error.

c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

d. Formulate explanations by using logic and evidence.

e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.

f. Distinguish between hypothesis and theory as scientific terms.

g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.

h. Read and interpret topographic and geologic maps.

i. Analyze the locations, sequences, or time intervals that are characteristic of

j. Recognize the issues of statistical variability and the need for controlled tests.

k. Recognize the cumulative nature of scientific evidence.

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

m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil
or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

**Course Objectives**

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

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

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:
   a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
   b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.
   c. * Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
   d. * Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

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

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
   a. Students know the general structures and functions of DNA, RNA, and protein.
   b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.
   c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
d. * Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.

e. * Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

6. Ecology

Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.

d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.

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

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

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

7. Evolution

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

a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.

b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.

c. Students know new mutations are constantly being generated in a gene pool.

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

e. * Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
f. * Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

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

9. Physiology
   As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
   a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
   b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
   c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
   d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
   e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
   f. * Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
   g. * Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
h. * Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca+2, and ATP.

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

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

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

Class Basics (Week One)
1. New Student Packet
2. Assessment of student skills
3. Laboratory tools introduction
4. Laboratory safety

Unit 1: Biological Principles (Wks. 1 & 2)
1. The Six characteristics of life
2. The Scientific method
3. Tuskegee Syphilis Experiment
4. Review of basic chemistry
5. Composition of matter
6. Energy
7. Solutions
8. Review of basic biochemistry
9. Water
10. Organic vs. Inorganic Compounds
11. Molecules of Life

Unit 2: The Cell (Wks. 3-10)
1. Microscope operation & handling
2. Structure & Function of the cell
3. Eukaryotic cells (Animal & Plant)
4. Cell organelle functions
5. Homeostasis and Transport
6. Photosynthesis
7. Cellular Respiration
8. Aerobic respiration
9. Cell Reproduction
10. Chromosomes
11. Mitosis
12. Meiosis

Unit 3: Genetics (Wks. 11-15)
1. Fundamentals of Genetics
2. Nucleic acids and protein synthesis
3. DNA
4. RNA
5. Transcription
6. Translation
7. Inheritance patterns and human genetics
8. DNA technology
9. Genetic Engineering

Unit 4: Microorganisms (Wks. 15-19)
1. Bacteria
2. Biology of Bacteria
3. Bacteria and Humans
4. Viruses
5. Viral Structure
6. Viral Replication
7. Viruses and Human Diseases

Unit 5: Human Biology (Wks. 1-8)
1. Skeletal, Muscular, and Integumentary System
2. Circulatory & Respiratory System
3. Infectious Diseases & the Immune System
4. Digestive & Excretory Systems
5. Nervous System and Sense Organs
6. Endocrine System
7. Reproductive System
8. Drugs

Unit 6: Ecology (Wks. 9-13)
1. Introduction to Ecology
2. Community Ecology
3. Ecosystems and the Biosphere
4. Energy Transfer
5. Ecosystem Recycling
6. Terrestrial Ecosystems
7. Environmental Science
8. Humans and the Environment
9. Recycling programs
10. Other sources of power (solar, wind, water)

Unit 7: Evolution (Wks. 14-18)
1. Origin of Life
2. Biogenesis
3. Earth’s history
4. The first life forms
5. Evolution: Evidence and Theory
6. The Fossil Record
7. Theories of Evolution
8. Evolution in Process
9. Human Evolution
10. The Study of Human Origins
11. Fossil Evidence of Hominid Evolution

Texts & Supplemental Instructional Materials
1. Students will use the following text: Biology, Prentice Hall, 2008
2. Students will complete a broad list of outside reading articles from various publications such as new scientist, USC health, and current science. Several articles will also be provided by reputable web sites such as www.webmd.com, www.kidshealth.com, and www.howstuffworks.com.
3. The students will be exposed to a variety of videos. Some of which will be film of actual events as they occurred (Ebola outbreak in Zaire), documentaries, and lecture series from the Howard Hughes Medical Institute.
Key Assignments
Unit Title
Subtopics of Each Unit
Key Assignments for Each Unit

Biological Principles Review
1. The six characteristics of life
2. The scientific method
3. Composition of matter
4. Energy (endothermic & exothermic reactions)
5. Solutions
6. Organic & inorganic compounds
7. Molecules of life
8. Demo: Intro to enzymes
9. Molecule of Life project
10. Autobiography of an element project
11. Milk lab exercise
12. Understanding chemical reactions lab

Cell Biology
1. Structure & Function of cells
2. Homeostasis and Transport
3. Photosynthesis
4. Cellular Respiration (anaerobic & aerobic)
5. Cellular Reproduction (mitosis & meiosis)

Microscope lab: observing blood specimens
1. Most valuable organelle campaign
2. Computer simulation: Active transport
3. Osmosis & diffusion with chicken eggs
4. Cellular respiration in yeasts

Genetics
1. Nucleic Acids & protein synthesis
2. Inheritance patterns & human genetics
3. DNA technology
4. Fundamentals of genetics
5. Lab: isolating DNA
6. Project: family pedigree

Computer simulation: Meiosis & down’s syndrome
1. Project: analyzing DNA fingerprints
2. Virtual lab: Transgenic fly

Ecology
1. Community Ecology
2. Ecosystems and the biosphere
3. Environmental science
4. Energy transfer (food chains & webs)
5. Carbon, nitrogen, & water cycles
6. Project: Biome brochure
7. Project: Wanted poster (ecosystem destroyers)
8. Lab: constructing an ecosystem
9. Lab: constructing & maintaining a compost heap

Evolution
1. Origins of Life Theories
2. Earth’s history
3. The first life forms
4. The fossil record
5. Theories of evolution
6. The study of human origins
7. Fossil evidence of hominid evolution
8. Lab: observing fossil evidence
9. Demo: how living remains become fossilized
10. Lab: using DNA strains to link organisms to a common ancestor

Human Physiology
1. Skeletal, muscular, & integumentary system
2. Circulatory system
3. Respiratory system
4. Infectious diseases & the immune system
5. Digestive & excretory system
6. Nervous system & sense organs
7. Endocrine system
8. Reproductive system
9. Drugs and their effects on the human body
10. Dissections: sheep heart, fetal pig, cow eye, & frog
11. Project: planning a healthy, balanced diet
12. Virtual labs: cardiology, immunology, neurophysiology
13. Debate: Super size me

Microorganisms
1. Biology of Bacteria
2. Bacteria and Humans (benefits & disease)
3. Viral Structure
4. Viral Replication (lytic & lysogenic)
5. Viruses and Human Disease
6. Hot zone writing assignment
7. Lab: 10 minute epidemic
8. Lab: culturing & observing bacteria
9. Project: Microorganisms info Booklet
10. Video: Kikwit Ebola outbreak
11. Virtual lab: Bacterial ID
12. Computer simulation: Meiosis & down..s syndrome
13. Project: analyzing DNA fingerprints
14. Virtual lab: Transgenic fly

Ecology
1. Community Ecology
2. Ecosystems and the biosphere
3. Environmental science
4. Energy transfer (food chains & webs)
5. Carbon, nitrogen, & water cycles
6. Project: Biome brochure
7. Project: Wanted poster (ecosystem destroyers)
8. Lab: constructing an ecosystem
9. Lab: constructing & maintaining a compost heap

Evolution
1. Origins of Life Theories
2. Earth’s history
3. The first life forms
4. The fossil record
5. Theories of evolution
6. The study of human origins
7. Fossil evidence of hominid evolution
8. Lab: observing fossil evidence
9. Demo: how living remains become fossilized
10. Lab: using DNA strains to link organisms to a common ancestor

Human Physiology
1. Skeletal, muscular, & integumentary system
2. Circulatory system
3. Respiratory system
4. Infectious diseases & the immune system
5. Digestive & excretory system
6. Nervous system & sense organs
7. Endocrine system
8. Reproductive system
9. Drugs and their effects on the human body
10. Dissections: sheep heart, fetal pig, cow eye, & frog
11. Project: planning a healthy, balanced diet
12. Virtual labs: cardiology, immunology, neurophysiology
13. Debate: Super size me

Microorganisms
1. Biology of Bacteria
2. Bacteria and Humans (benefits & disease)
3. Viral Structure
4. Viral Replication (lytic & lysogenic)
5. Viruses and Human Disease
6. Hot zone writing assignment
7. Lab: 10 minute epidemic
8. Lab: culturing & observing bacteria
9. Project: Microorganisms Information Booklet
10. Video: Kikwit Ebola outbreak
11. Virtual lab: Bacterial ID

Instructional Methods and/or Strategies
A variety of instructional methods will be employed during this course. Portions of the material will be introduced by directed lesson (lecture), the students will read a variety of materials and discuss the issues in Socratic seminars.

The students will analyze a various sets of data provided by computer simulations, actual experiments, and demonstrations.

Guest speakers will expose the students to the latest advancements in their respective fields.

The students will also be required to compose and properly structure several essays in which they select and adequately defend their position on an issue.

The students will be required to collect information about a number of topics using several modes of research and will also be required to design, conduct, and prepare a thorough report of an assigned science project topic.

Assessment Methods and/or Tools
This course employs a variety of assessment tools. The instructor will provide continual information to improve primary and secondary drafts of all written assignments. The students are required to participate in discussions, prepare review presentations for their classmates, and complete in class quizzes and exams. All exams are essay and the quizzes are usually a combination of multiple choice and short answer questions. The students will also construct several projects and they are required to maintain an accurate portfolio/notebook of the course materials for both semesters. The daily homework assignments will be evaluated for overall content; it is the student’s responsibility to effectively discuss each topic thoroughly. Most of the homework assignments require that the student be able to utilize the foundational information to propose a potential solution to a global, community, or regional biological issue.

The students will analyze a various sets of data provided by computer simulations, actual experiments, and demonstrations. Guest speakers will expose the students to the latest advancements in their respective fields. The students will also be required to compose and properly structure several essays in which they select and adequately defend their position on an issue. The students will be required to collect information about a number of topics using several modes of research and will also be required to design, conduct, and prepare a thorough report of an assigned science project topic.

Chemistry in the Community
Grade - 10

Brief Course Description
The United States is a world leader in science, technology, and the education of scientists and engineers. Yet, overall, U.S. citizens are barely literate in science. In responding to this situation, our government and many professional groups have assigned high priority to improving the nation's science literacy. Chemistry in the Community (ChemCom) represents a major effort to improve science literacy through a high school chemistry course that emphasizes chemistry's impact on society.
Course Goals and/or Major Student Outcomes
1. Use scientific thinking and processes to solve "real world" problems for individual and social purposes.
2. Write a sustained case, free of mechanical and usage errors of 400-500 words on an environmental issue related to the chemistry curriculum.
3. Be familiar with the natural world and recognize both its diversity and unity along with the individual's role in it.
4. Communicate understanding of the connections between the major concepts of science during a Socratic Seminar.
5. Take responsibility for individual and social decisions based on scientific understanding.
6. Understand that science, math, and technology are interrelated human enterprises with inherent strengths and limitations.

Course Objectives
In this class, the California Content Standards for high school chemistry will be used. They state that students will understand the following:
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.
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.
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.
4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
5. Acids, bases, and salts are three classes of compounds that form ions in water solutions.
6. Solutions are homogenous mixtures of two or more substances.
7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.
9. Chemical equilibrium is a dynamic process at the molecular level.
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.
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.

Course Outline
The main areas of investigation in this course are:
1. Water: Exploring Solutions
2. Materials: Structure and Uses
3. Petroleum: Breaking and Making Bonds
4. Air: Chemistry and the Atmosphere
5. Industry: Applying Chemical Reactions
6. Atoms: Nuclear Interactions
7. Food: Matter and Energy for Life

Texts & Supplemental Instructional Materials
Chemistry: Matter and Change, Glencoe 2008

Key Assignments
1. Laboratory Experiments (Soil Testing, Water Quality, Combustion, Redox Reactions, Distillation, Copper Formation, Electricity, Half-Life)
2. Chemistry Based Science Fair Project
3. Toulmin Essays (Green Chemistry, Hybrid Technology, Water Pollution, Nuclear Safety)
4. Culminating Projects (Coin Design, Hybrid Advertisement, Snake River Scenario and Data Analysis, Clean Air Initiative)

Instructional Methods and/or Strategies
1. Direct Instruction - The primary means of instruction will be through interactive lectures. It is the student’s responsibility to pay attention, answer questions thoughtfully, take notes, ask meaningful questions, and be prepared for the lecture by completing the reading and homework the night before.
2. Laboratory Experiments - Experimentation is the key to scientific discovery. Throughout the course of the year, students will perform many experiments. Students must be prepared for the experiment by completing a pre-lab at home and paying attention to all instructions.
3. In Class Projects - Besides experiments, students will be required to complete many class projects and activities related to the curriculum. Some of these activities will be in groups, but many will be individual.
4. Daily Homework - Homework is assigned almost every class period. Some assignments are long term. These assignments should be worked on daily. If homework is not assigned, students should study their class notes and/or textbook.
5. Socratic Seminars - There are many controversial issues important to the world within Chemistry. Students will participate in Socratic Seminars to discuss these issues, giving their informed opinions based on readings.
6. Case Writing - After Socratic Seminars students will be prepared to write a sustained case on each of the controversial issues, citing evidence from the text, laboratory experiments, and supplemental readings.
7. Culminating Activities - After each unit, students will be required to complete a culminating activity. These will range from essays to computer projects. Students will be assigned these culminating activities at least 2 weeks prior to their due date.
Assessment Methods and/or Tools

1. Approximately two thirds of the grade will be the average of tests and culminating projects.
2. Approximately one third of the grade will be the average of labs, daily assignments, and quizzes.
3. Full lab reports will count the same as five daily assignments. Partial lab reports will count the same as three daily assignments. Every assignment may be reworked until the score on the homework is at least 80%. This will allow students to learn from mistakes and to remember the material more effectively for the lecture by completing the reading and homework the night before.
4. Laboratory Experiments - Experimentation is the key to scientific discovery. Throughout the course of the year, students will perform many experiments. Students must be prepared for the experiment by completing a pre-lab at home and paying attention to all instructions.
5. Daily Homework - Homework is assigned almost every class period. Some assignments are long term. These assignments should be worked on daily. If homework is not assigned, students should study their class notes and/or textbook.
6. Socratic Seminars - There are many controversial issues important to the world within Chemistry. Students will participate in Socratic Seminars to discuss these issues, giving their informed opinions based on readings.
7. Case Writing - After Socratic Seminars students will be prepared to write a sustained case on each of the controversial issues, citing evidence from the text, laboratory experiments, and supplemental readings.
8. Culminating Activities - After each unit, students will be required to complete a culminating activity. These will range from essays to computer projects. Students will be assigned these culminating activities at least 2 weeks prior to their due date.
9. In Class Projects - Besides experiments, students will be required to complete many class projects and activities related to the curriculum. Some of these activities will be in groups, but many will be individual.

Course Title: AP Biology

Brief Course Description

Pre-Requisites: One year of Biology and Chemistry
Co-Requisites

TEXTBOOK

Title: Biology
Edition: 8th
Publication Date: 2007
Publisher: Benjamin Cummings
Author(s): Cambell, Neil A., and Jane B. reece

This course is equivalent to a college level introductory biology majors course. Students will survey major topics and fundamental concepts found in the biological sciences. These include organic molecules, cellular biology, energy transformations, patterns of inheritance, evolution, biodiversity, functional human anatomy and ecology.

The purpose of this course is to provide exploratory experiences, laboratory and real-life applications in the biological sciences. AP Biology will allow students the opportunity to develop a conceptual framework for modern biology while emphasizing applications of biological knowledge and critical thinking to environmental and social concerns.

Upon completion of AP Biology, students will be able to:
  • Demonstrate skills in using various types of biological instrumentation and scientific methodologies,
  • Read and critique papers written by scientists in the field of biology,
  • Collect and use data to solve scientific problems by finding patterns,
  • Exhibit mastery of the major principles of biology, and
  • Apply biological knowledge and critical thinking to environmental and social concerns
  • Earn college credit for a score of 3 or better on the AP Bio exam.

Course Outline:

The two central goals of the AP Program in Biology are to help students:
  1. Develop a conceptual framework for modern biology, and
  2. Gain an appreciation of science as a process.

AP Biology courses are built around topics, concepts and themes. The College Board defines topics as the subject areas of biology. A concept is an important idea or principle that forms or enhances our current understanding of a particular topic. Themes are the overarching features of biology that recur, connect, and unify our understanding of topics.

The College Board lists eight themes that will be stressed in this AP Biology course:

<table>
<thead>
<tr>
<th>1. Science as a process</th>
<th>5. Relationship of structure to function</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Evolution</td>
<td>6. Regulation</td>
</tr>
<tr>
<td>3. Energy transfer</td>
<td>7. Interdependence in nature</td>
</tr>
<tr>
<td>4. Continuity and change</td>
<td>8. Science, technology, and society</td>
</tr>
</tbody>
</table>
A more detailed outline of topics is found below:

I. Molecules and Cells
Cells are the structural and functional units of life; cellular processes are based on physical and chemical changes.
A. Chemistry of Life: water, organic molecules in organisms, energy transformations
B. Cells: prokaryotic and eukaryotic cells, cell membranes, subcellular organization, cell cycle and its regulation
C. Cellular Energetics: ATP, photosynthesis, fermentation and cellular respiration.

II. Heredity and Evolution
Heredity events control the passage of structural and functional information from one generation to the next.
A. Heredity: Meiosis and gametogenesis, mitosis, eukaryotic chromosomes, inheritance patterns
B. Molecular Genetics: RNA and DNA structure and function, gene regulation, mutation, viral structure and replication, nucleic acid technology and applications.
C. Evolutionary Biology: early evolution of life, evidence for evolution, and mechanisms of evolution.

III. Organisms and Populations:
The relationship of structure to function is a theme that is common to all organisms; the interactions of organisms with their environment are the major theme in ecology.
A. Diversity of Organisms: evolutionary patterns survey of the diversity of life, phylogenetic classification, evolutionary relationships.
B. Structure and Function of Plants and Animals: reproduction, growth and development; structural, physiological, and behavioral adaptations; response to the environment.
C. Ecology: population dynamics, communities and ecosystems, global issues.

Laboratory Activities:
Laboratory experiments, both formal and informal, make up approximately 30% of this course.

The 12 required “formal” AP Biology Laboratories that will be completed during the year are:

- Lab 1: Diffusion and Osmosis
- Lab 2: Enzyme Catalysis
- Lab 3: Mitosis and Meiosis
- Lab 4: Plant Pigments and Photosynthesis
- Lab 5: Cell Respiration
- Lab 6: Molecular Biology
- Lab 7: Genetics of Organisms
- Lab 8: Population Genetics and Evolution
- Lab 9: Transpiration
- Lab 10: Physiology of the Circulatory System
- Lab 11: Animal Behavior
- Lab 12: Dissolved Oxygen and Primary Productivity

**Key Assignments:**

All key assignments will be preparing students for the AP Biology Exam by including previously released practice questions; exams modeled after released AP Exams, and released Free-Response Questions. Although preparation for the AP Exam is the primary goal of the class, learning how to truly think like a scientist is equally important. Multiple choice exams at the end of each unit consist of 30-40 MC questions while adhering to the time structure of the actual AP exam. All Free-Response Question are given in a timed environment. Responses are graded and discussed as a class using released rubrics.

In addition, each unit will include a variety of assignments including: (1) independent practice that guides students towards mastery such as WebQuests and scientific journal article critiques; and (2) formative and summative assessments including, but not limited to, unit exams featuring multiple choice and free response questions, practicum, laboratory investigations, virtual labs, and projects that bridge content and real-life applications, to name a few.

These assignments incorporate topics by allowing students to show mastery of content through diverse learning modalities; instruction will always be student centered with an array of methods ranging from lecture, teacher-facilitated discussions and activities, independent work, pair work, group work, etc.

**Instructional Methods and/or Strategies:**

Teachers will utilize knowledge of pedagogy and instructional strategies to advance student achievement in the sciences. Instruction methods, as discussed above, will always be student-centered, inquiry-based, and will follow the ICEF model of instruction, the Understanding by Design model, as well as the AP model suggested by the College Board. Teachers will use UbD unit and lesson planning strategies; and will scaffold assignments appropriately to meet the diverse needs of our students. Teachers will employ culturally-relevant pedagogy and student-appropriate teaching strategies ranging from student-centered lecture, guided practice, teacher-facilitated discussions, independent work, pair work, group work, field trips, etc. The class will also integrate Socratic seminars twice a semester, the ICEF writing program when teaching students how to respond to Free Response Questions, and be taught to the top 25%. The remaining 75% of the class will have to work harder to keep pace. All instructional Methods and/or strategies introduced in this class come are clearly supported by the AP strategies of the College Board.
Assessments Including Methods and/or Tools:

As discussed above in “Key Assignments,” all assessments in this course will be modeled after previously released AP Biology MC questions and FRQs, with rubrics. AP Biology is designed to teach content and skills and will require the use of frequent assessments, both summative and formative, DataDirector, formal lab reports, in addition to a variety of additional methods, will be use to assess students. Furthermore, teachers will use data-driven instruction to advance classroom practice, build AP-level expectations, and guide mentoring and intervention strategies. Early intervention is the key advantage included in this course. DataDirector will be used often to assess class strengths and weaknesses, and to adjust teaching methods, as well as being a powerful tool for students and the instructor to monitor individual mastery of content and skills. Teachers will be expected to self-assess practice based on data and evidence, and will engage in a cycle of professional goal-setting and progress monitoring.

AP PHYSICS:

Brief Course Description
This course provides to students a systematic development of the main principles of physics emphasizing problem solving, and helping students to develop a deep understanding of physics concepts. This course is equivalent to an introductory college physics course. Students will survey major topics and fundamental concepts found in the biological sciences. These include mechanics, fluid mechanics, thermal physics, waves and optics, electricity and magnetism, atomic and nuclear physics.

Pre-Requisites: Biology

TEXTBOOKS

Title: Physics: Principles with Applications
Edition: 5th Edition
Publication Date: 2001
Publisher: Prentice-hall
Author(s): Giancoli, Douglas G.

Course Purpose:

The emphasis in the course is on understanding of the concepts and skills at using the concepts to solve problems. Laboratory work will be covered as an integral part of this course. Students will be provided with a systematic development of the main principles of physics emphasizing problem solving, and helping students to develop a deep understanding of physics concepts. This course is equivalent to an introductory college physics course. Students will survey major topics and fundamental concepts found in the biological sciences. These include mechanics, fluid mechanics, thermal physics, waves and optics, electricity and magnetism, atomic and nuclear physics.
According to the CollegeBoard, the following goals are also a part of this course:

1. **Physics knowledge**—Basic knowledge of the discipline of physics, including phenomenology, theories and techniques, concepts, and general principles
2. **Problem solving**—Ability to ask physical questions and to obtain solutions to physical questions by use of qualitative and quantitative reasoning and by experimental investigation
3. **Student attributes**—Fostering of important student attributes, including appreciation of the physical world and the discipline of physics, curiosity, creativity, and reasoned skepticism

**Connections**—Understanding connections of physics to other disciplines and to societal issues

### Course Outline:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Physics B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Newtonian Mechanics</strong></td>
<td>35%</td>
</tr>
<tr>
<td>A. Kinematics (including vectors, vector algebra, components of vectors, coordinate systems, displacement, velocity, and acceleration) 1. Motion in one dimension 2. Motion in two dimensions including projectile motion</td>
<td>7%</td>
</tr>
<tr>
<td>B. Newton’s laws of motion 1. Static equilibrium (first law) 2. Dynamics of a single particle (second law) 3. Systems of two or more bodies (third law)</td>
<td>9%</td>
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<tr>
<td>D. Systems of particles, linear momentum 1. Center of mass 2. Impulse and momentum 3. Conservation of linear momentum, collisions</td>
<td>4%</td>
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<tr>
<td>F. Oscillations and gravitation 1. Simple harmonic motion (dynamics and energy relationships)</td>
<td>6%</td>
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<tr>
<td>II. Fluid Mechanics and Thermal Physics</td>
<td>15%</td>
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</tr>
<tr>
<td>A. Fluid Mechanics</td>
<td>6%</td>
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<tr>
<td>1. Hydrostatic pressure</td>
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<td>2. Buoyancy</td>
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<tr>
<td>3. Fluid flow continuity</td>
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<tr>
<td>4. Bernoulli's equation</td>
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<tr>
<td>B. Temperature and heat</td>
<td>2%</td>
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<tr>
<td>1. Mechanical equivalent of heat</td>
<td></td>
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<tr>
<td>2. Heat transfer and thermal expansion</td>
<td></td>
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<tr>
<td>C. Kinetic theory and thermodynamics</td>
<td>7%</td>
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<tr>
<td>1. Ideal gases</td>
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<tr>
<td>A. Kinetic model</td>
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<tr>
<td>B. Ideal gas law</td>
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<tr>
<td>Laws of thermodynamics</td>
<td></td>
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<tr>
<td>. First law (including processes on pV diagrams)</td>
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<tr>
<td>A. Second law (including heat engines)</td>
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<tr>
<th>III. Electricity and Magnetism</th>
<th>25%</th>
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<tbody>
<tr>
<td>A. Electrostatics</td>
<td>5%</td>
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<tr>
<td>1. Charge and Coulomb's law</td>
<td></td>
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<tr>
<td>2. Electric field and electric potential (including point charges)</td>
<td></td>
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<tr>
<td>3. Gauss's law ✓</td>
<td></td>
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<tr>
<td>4. Fields and potentials of other charge distributions ✓</td>
<td></td>
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<tr>
<td>B. Conductors, capacitors, dielectrics</td>
<td>4%</td>
</tr>
<tr>
<td>1. Electrostatics with conductors</td>
<td></td>
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<tr>
<td>2. Capacitors</td>
<td></td>
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<tr>
<td>A. Capacitance</td>
<td></td>
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<tr>
<td>B. Parallel plate</td>
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<tr>
<td>C. Spherical and cylindrical ✓</td>
<td></td>
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<tr>
<td>Dielectrics ✓</td>
<td></td>
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<tr>
<td>C. Electric circuits</td>
<td>7%</td>
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<tr>
<td>1. Current, resistance, power</td>
<td></td>
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<tr>
<td>2. Steady-state direct current circuits with batteries and resistors only</td>
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<tr>
<td>3. Capacitors in circuits</td>
<td></td>
</tr>
<tr>
<td>A. Steady state</td>
<td></td>
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<tr>
<td>B. Transients in RC circuits ✓</td>
<td></td>
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<tr>
<td>D. Magnetic Fields</td>
<td>4%</td>
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<tr>
<td>1. Forces on moving charges in magnetic fields</td>
<td></td>
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<td>2. Forces on current-carrying wires in magnetic fields</td>
<td></td>
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<tr>
<td>3. Fields of long current-carrying wires</td>
<td></td>
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<tr>
<td>4. Biot-Savart's law and Ampere's law ✓</td>
<td></td>
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<tr>
<td>E. Electromagnetism</td>
<td>5%</td>
</tr>
<tr>
<td>1. Electromagnetic induction (including Faraday's law and Lenz's law)</td>
<td></td>
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<tr>
<td>2. Inductance (including LR and LC circuits) ✓</td>
<td></td>
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<tr>
<td>3. Maxwell's equations ✓</td>
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</table>

<table>
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<tr>
<th>IV. Waves and Optics</th>
<th>15%</th>
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<tbody>
<tr>
<td>A. Wave motion (including sound)</td>
<td>5%</td>
</tr>
<tr>
<td>1. Traveling waves</td>
<td></td>
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<tr>
<td>2. Wave propagation</td>
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<td>3. Standing waves</td>
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<td>4. Superposition</td>
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<tr>
<td>B. Physical optics</td>
<td>5%</td>
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<tr>
<td>1. Interference and diffraction</td>
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<tr>
<td>2. Dispersion of light and the electromagnetic spectrum</td>
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<tr>
<td>C. Geometric optics</td>
<td>5%</td>
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<tr>
<td>1. Reflection and refraction</td>
<td></td>
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<tr>
<td>2. Mirrors</td>
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<tr>
<td>3. Lenses</td>
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<thead>
<tr>
<th>V. Atomic and Nuclear Physics</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Atomic physics and quantum effects</td>
<td>7%</td>
</tr>
<tr>
<td>1. Photons, the photoelectric effect, Compton scattering, x-rays</td>
<td></td>
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<tr>
<td>2. Atomic energy levels</td>
<td></td>
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<tr>
<td>3. Wave-particle duality</td>
<td></td>
</tr>
<tr>
<td>B. Nuclear physics</td>
<td>3%</td>
</tr>
<tr>
<td>1. Nuclear reactions (including conservation of mass number and charge)</td>
<td></td>
</tr>
<tr>
<td>2. Mass-energy equivalence</td>
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</tbody>
</table>
Laboratory Activities:

Labs are a required part of the AP Physics B course (The College Board requires that AP courses include a lab component). All AP Physics labs are hands-on labs and in a format that includes lab reports. Students are required to do the labs in a laboratory setting while supervised by the teacher and will work in a group setting as well as on individual assignments. Labs are designed for block periods.

Laboratory: All lab experiments are “hands-on” activities. Students will be required to keep a lab notebook containing all of their lab reports.

**Fall lab experiments**
1. Indirect measurement of inaccessible heights and distances
2. Areas, Volumes, and densities of given solids and liquids
3. Prediction and reproduction of kinematics graphs with motion detector
4. Determination of acceleration due to gravity
5. Projectile Motion – Relationship between θ and Range
6. Elastic Force in Rubber Bands – Nonlinear spring
7. Inclined Plane – Coefficient of friction
8. Uniform Circular Motion – Relationships between $F_c$ and $r$
9. Conservation of Mechanical Energy Spring-mass system – Air Track
10. Conservation of Linear Momentum – Air Track
12. Simple Pendulum - Photogate
13. Density Using Archimedes Principle
14. Dependence of Cooling Rate on Surface/Volume Ratio

**Spring Labs Experiments**
1. Electrostatics – Ordering the given materials in the order of their electro negativity
2. Mapping Electric Fields I: Plotting equipotential and field lines
3. Mapping Electric Field II: 3-D Landscape
4. Ohm’s Law and Internal Resistance
5. Resistors in Series and Parallel
6. Standing Waves on a String
7. Standing Waves for sound in a pipe
8. Verification of the Laws of Reflection and Refraction
9. Image formation by Spherical Mirrors and Lenses
10. Young’s Double-Slit Experiment
11. Single Slit Diffraction and Diameter of Hair
12. Photoelectric Effect

**Key Assignments:**
All key assignments will be preparing students for the AP Physics B Exam by including previously released practice questions; exams modeled after released AP Exams, and released Free-Response Questions. Although preparation for the AP Exam is the primary goal of the class, learning how to truly think like a scientist is equally important. Multiple choice exams at
the end of each unit consist of 30-40 MC questions while adhering to the time structure of the actual AP exam. All Free-Response Question are given in a timed environment. Responses are graded and discussed as a class using released rubrics.

In addition, each unit will include a variety of assignments including: (1) independent practice that guides students towards mastery such as WebQuests and scientific journal article critiques; and (2) formative and summative assessments including, but not limited to, unit exams featuring multiple choice and free response questions, practicum, laboratory investigations, virtual labs, and projects that bridge content and real-life applications, to name a few.

These assignments incorporate topics by allowing students to show mastery of content through diverse learning modalities; instruction will always be student centered with an array of methods ranging from lecture, teacher-facilitated discussions and activities, independent work, pair work, group work, etc.

**Instructional Methods and/or Strategies:**
Teachers will utilize knowledge of pedagogy and instructional strategies to advance student achievement in the sciences. Instruction methods, as discussed above, will always be student-centered, inquiry-based, and will follow the ICEF model of instruction, the Understanding by Design model, as well as the AP model suggested by the College Board. Teachers will use UbD unit and lesson planning strategies; and will scaffold assignments appropriately to meet the diverse needs of our students. Teachers will employ culturally-relevant pedagogy and student-appropriate teaching strategies ranging from student-centered lecture, guided practice, teacher-facilitated discussions, independent work, pair work, group work, field trips, etc. The class will also integrate Socratic seminars twice a semester, the ICEF writing program when teaching students how to respond to Free Response Questions, and be taught to the top 25%. The remaining 75% of the class will have to work harder to keep pace. All instructional Methods and/or strategies introduced in this class come are clearly supported by the AP strategies of the College Board.

**Assessments Including Methods and/or Tools:**
As discussed above in “Key Assignments,” all assessments in this course will be modeled after previously released AP Physics MC questions and FRQs, with rubrics. AP Physics is designed to teach content and skills and will require the use of frequent assessments, both summative and formative, DataDirector, formal lab reports, in addition to a variety of additional methods, will be use to assess students. Furthermore, teachers will use data-driven instruction to advance classroom practice, build AP-level expectations, and guide mentoring and intervention strategies. Early intervention is the key advantage included in this course. DataDirector will be used often to assess class strengths and weaknesses, and to adjust teaching methods, as well as being a powerful tool for students and the instructor to monitor individual mastery of content and skills. Teachers will be expected to self-assess practice based on data and evidence, and will engage in a cycle of professional goal-setting and progress monitoring.
Music Performance (Approved A-G College Prep Course)
Grade Level – 9, 10, 11 and 12

Brief Course Description
This course provides opportunities for the students to develop their musical skill and appreciation by learning to play a woodwind, brass or percussion instrument. Students will perform a varied repertoire of music representing diverse genres, styles and cultures. Emphasis will be placed on basic tone production and rhythmic precision, interpretation of musical symbols, care of an instrument, and recognizing the role of music in various cultures around the world.

Course Goals and/or Major Student Outcomes
1. Students apply instrumental skills in performing a varied repertoire of music.
2. Students read, notate, listen to, analyze and describe music and aural information, using the terminology of music.
3. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
4. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, time management, that contribute to life long career skills. They also learn about careers in music.

Course Objectives
State Standards
- Demonstrate proficiency in playing an instrument.
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 1.4 Listen to and describe elements of music, using the terminology of music.
- Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- Recognize different forms of music.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. Analyze and recognize the role of music in different cultures throughout the world.
- 3.4 Perform music from various cultures and time periods.
- Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them. Apply what is learned in music across subjects; using creative skills in working as a team, time management, and communication.
- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts. Learn about different careers in music.
- 5.3 Research musical careers in radio, television, and advertising.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. Analyze and recognize the role of music in different cultures throughout the world.
• 3.4 Perform music from various cultures and time periods.

Course Outline
I. Reading Basics
   A. Read rhythms.
      1. Clap and count aloud.
   B. Read notes.
      1. Name notes according to clef.
   C. Read dynamics.
      1. Name different dynamic markings.
   D. Read tempos and form signs.
      1. Define tempo markings.
      2. Follow musical form instructions, such as repeat, D.C. al Fine, solo, etc.

II. Notation Basics
   A. Notate simple melodies.
      1. Compose simple rhythmic and melodic patterns.
   B. Notate musical expression.
      1. Compose simple melodies using expression marks such as dynamics and articulation.

III. Listening and Interpretation
   A. Listen to music and describe it using the terminology of music.
      1. Listen to performance pieces.
      2. Describe the genre of the music.
      3. Name the composers or artists performing the work.
      4. Describe elements of expression: dynamics, tension & release, and musical high point or culmination.
   B. Attend public concerts.
      1. Describe genre of music.
      2. Name composers and artists performing.
      3. Discuss careers in music.

IV. Performance Skills
   A. Perform in concerts.
      1. Perform instrumental works in concert.
      2. Perform music of various genres and cultures.
      3. Perform music of increasing difficulty, up to a level 4.
      4. Attend and perform at a music festival competitively.

Texts & Supplemental Instructional Materials
1. Accent on Achievement Book 2

Key Assignments
• Note recognition expansion - Learn to read notes on the entirety of the instrument.
• Scales - Learn up to 8 major scales: F, Bb, Eb, Ab, G, D, A, E.
• Pep Music - Perform at pep rallies, some football and basketball games. "Hey Song, Rhythm is Gonna Get You, Let's Go Knights, and Fight Song TBD."
• Concert Music Various classical and pop repertoire for Holiday Concert and Spring Festival, and concerts.
• Sight reading. Learn to sight read quarter note, eighth note and sixteenth note patterns.
• Auditions - Audition and compete for lead chairs and solo parts for Holiday concert and Spring concerts.
• Aural interpretation of music Attend concerts of marching bands. TBD
• Attend a classical concert. TBD
• Listen to concert pieces in class.
• Concert performance - Experience in performing live music.
• Competitive performance - Experience in performing for a panel of judges for a grade.

Instructional Methods and/or Strategies
• Lecture
• Group practice and rehearsal
• Independent practice
• Listening through CD’s, videos and live concerts.

Assessment Methods and/or Tools
• Pre-assessment
• Playing tests as progress monitoring
• Written tests
• Concert performances participation as summative evaluation

Choir (Approved A-G College Prep Course)
Grade Level – 9, 10, 11 and 12

Brief Course Description
This course provides opportunities for the students to develop their musical skill and appreciation by performing in a vocal ensemble. Students will perform a varied repertoire of music representing diverse genres, styles and cultures. Emphasis will be placed on vocal tone production, interpretation of musical symbols, and recognizing the role of music in various cultures around the world.

Course Goals and/or Major Student Outcomes
Students will:
• Develop vocal techniques, including tone production, articulation, technical accuracy, and musical expression.
• Identify musical elements and musical forms.
• Sight-read simple rhythmic patterns and melodies using simple notes and rests.
• Perform and variety of music representing multiple musical genres and cultures.
• Perform in all concerts during the school year.
Course Objectives

State Standards

Demonstrate proficiency in performing vocal repertoire.

1.1 Read a vocal score of up to four staves and explain how the elements of music are used.

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation, written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).

2.2 Sing music written in three or four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. Analyze and recognize the role of music in different cultures throughout the world.

3.4 Perform music from various cultures and time periods.

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them. Apply what is learned in music across subjects; using creative skills in working as a team, time management, and communication.

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts. Learn about different careers in music.5.3 Research musical careers in radio, television, and advertising. Recognize different forms of music.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. Analyze and recognize the role of music in different cultures throughout the world.

Course Outline

I. Reading Basics
   A. Read rhythms.
      1. Clap and count aloud.
   B. Read notes.
      1. Name notes according to clef.
   C. Read dynamics.
      1. Name different dynamic markings.
   D. Read tempos and form signs.
      1. Define tempo markings.
      2. Follow musical form instructions, such as repeat, D.C. al Fine, solo, etc.

II. Vocal Performance Basics
   A. Learn various vocal warm-up techniques.
      1. Breathing exercises.
      2. Scale and arpeggio exercises.
   B. Vocal Basics
      1. Vowel study.
      2. Diction study.

III. Listening and Interpretation
   A. Listen to music and describe it using the terminology of music.
      1. Listen to performance pieces.
2. Describe the genre of the music.
3. Name the composers or artists performing the work.

B. Attend public concerts.
   1. Describe genre of music.
   2. Name composers and artists performing

3. Discuss careers in music.

IV. Performance Skills
   A. Perform in concerts.
      1. Perform choral and solo works in concert.
      2. Perform music of various genres and cultures.
      3. Perform music of increasing difficulty, up to a level 4.
      4. Perform competitively in a music festival.

Texts & Supplemental Instructional Materials
2. Vocal technique exercise book. TBD

Key Assignments
- Warm-up Techniques: Breathing, scalar and arpeggio forms.
- Sight Singing and Ear Training
- Solfege technique
- Concert Music: Various classical and pop repertoire for Holiday Concert and Spring Festival, and concerts.
- Auditions: Audition and compete for section leaders and solo parts for Holiday concert and Spring concerts.
- Aural interpretation of music: Attend music festival concerts. TBD
- Attend a classical concert. TBD
- Listen to concert pieces in class.
- Concert performance: Experience in performing live music.
- Competitive performance
- Experience in performing for a panel of judges for a grade.

Instructional Methods and/or Strategies
- Lecture
- Group practice and rehearsal
- Independent practice
- Listening through CD's, videos and live concerts.

Assessment Methods and/or Tools
- Pre-assessment
- Singing tests as ongoing monitoring
- Written tests
- Concert performances participation as summative evaluation
Spanish I
Grade Level - 9

Brief Course Description
The emphasis of this course is on providing the student with basic first level communicative skills in listening, reading, speaking and writing. Emphasis is placed on acquisition of vocabulary, communication and grammar structures at the beginning level.

Course Goals and/or Major Student Outcomes
1. To develop strong linguistics abilities in Spanish in the areas of listening, speaking, writing, and reading.
2. To introduce and immerse students in local Spanish speaking contexts within California and abroad.
3. To provide students with a basic solid foundation to be able to further their studies of Spanish to other careers.
4. To provide an opportunity for creative exploration of the diverse aspects of Spanish and Latin American cultures.

Course Outline
The themes and lexical topics for communicative functions during the first semester of Spanish are as follows:

- Socializing with greeting and salutations
- Identifying geographical areas where Spanish is spoken
- Making appointments, using numbers, calendar dates, time of day
- Commenting on seasons and weather
- Identifying and describing home, family, and friends
- Reporting on school activities and making requests for classroom objects
- Inquiring about and reporting on recreation
- Sharing likes and dislikes about; stating preferences
- Grammatical concepts that will be introduced in the first semester include:
  1. Phonology: Distinguishing grammatical categories such as gender and number in comprehending and producing speech
  2. Gender and number of nouns, noun markers, and adjectives in written speech
  3. Subject (noun/pronoun) and verb inflection agreement; present tense-affirmative and negative of common regular and irregular verbs
  4. Prepositions and, where applicable, noun preposition agreement
  5. Word order

Additionally the course will focus on providing students with practice in the following activities:

- Following commands in Spanish as the initial step in training for comprehension of the spoken language
- Reacting to a variety of voices in Spanish
- Listening and speaking activities in a communication context using brief command sequences, dialogues and narratives related to activities in school, home, and community
- Interacting by recognizing the significance of and using, appropriately, gestures, voice tone, facial expressions, and body language typical of speakers of Spanish
• Using acceptable intonation patterns and pronunciation of Spanish phonemes
• Correctly using basic language structures
• Reading and writing of familiar materials
• Developing appreciation of traditions and customs of Hispanic countries, as related to family life, school, daily activities and recreation, and the impact of those traditions and customs on American life.
• Gaining information about the geography and places of interest of the countries where Spanish is spoken
• Becoming aware of the relevance of the study of Spanish and other foreign languages to occupational choices and to the study of other school subjects

Spanish 1B

While continuing to reinforce language functions with the themes and vocabulary of the first semester, the second semester course introduces the following functions and topics:

• Ordering food and beverages
• Comparing mealtime customs
• Inquiring about clothing sizes and colors; shopping
• Planning for occupations and professions
• Describing preferred sports
• Describing self using SER and ESTAR
• Verb TENER and Expressions

Verb IR and IR + Infinitivo

The second semester additionally introduces the following categories:
• Possessive, demonstrative, interrogatives, comparative constructions
• Preterite tense
• Clausal relators
• Irregular constructions: PODER, SABER, QUERER
• Adverbial expressions - quantity and time

In accordance with his or her ability, and within communication contexts, the student grows in ability to:
• Listen with comprehension to Spanish spoken by a variety of native or near-native voices
• Pronounce Spanish utterances in a manner acceptable to a native speaker
• Follow directions given in Spanish that relate to class and lesson management
• Carry out sequence of three or more commands given in Spanish for activities derived from the theme of the lesson
• Relate visuals to a previously heard statement in Spanish
• Applying appropriate grammatical form in real life speech situations
• Ask and answer personalized questions in Spanish
• Restate questions or commands given in Spanish to other members of the class
• Recognize Spanish sounds and associate them with their written forms as in a dictation activity
• Read Spanish language texts aloud with appropriate expression (rhythm and intonation) and acceptable pronunciation
• Answer factual questions in Spanish based on previously read material
• Present short oral and written reports on personal or objective topics in correct form in Spanish
• Identify major traditions, customs, locals of speakers in Spanish

• Identify English cognates in Spanish
• Identify aspects of cultural influence of the Hispanic world community on contemporary life in the United States
• State preferences regarding career options and topics relating to the theme of each lesson
• Identify and select grammatical and lexical forms appropriate to a given context.

Texts & Supplemental Instructional Materials
Paso a Paso 1, Prentice Hall, 2000
Realidades 1 (with workbooks and other resources), Prentice Hall 2008
Videos
Language CD’s

Key Assignments
Individual presentations (oral /written)
Explain daily routine
Projects
Weather forecasts
Interviews
Clothing book
Family tree
Show and tell
Year-book

Instructional Methods and/or Strategies
Cooperative group activities
Role-playing in skits and dialogues and charades.
Note taking
Grammar and vocabulary drills
Reading for understanding
Listening for understanding
Direct instruction
Audio- visual: music, videos, movies

Assessment Methods and/or Tools
Midterm
Final
Quizzes
Projects/presentations
Tests
Class work, participation/homework

**Spanish II**  
**Grade Level – 9 and 10**

**Brief Course Description**  
The emphasis of this course is on providing the student with a smooth transition from the first level to the second level while continuing to develop communicative skills in listening, reading, speaking and writing. Instruction is focused on expanding communicative structures of grammar.

**Course Goals and/or Major Student Outcomes**
- To develop the ability to communicate accurately and effectively in convey emotions within a wide range of authentic contexts.
- To develop the ability to understand and respond to the language demands of transactional and social contacts.
- To provide a sound linguistic base for further study, work and leisure.
- To offer students insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture.
- To provide an opportunity for enjoyment, creative and intellectual stimulation in the study of a foreign language.
- To provide an opportunity for creative exploration of the diverse aspects of Spain and Latin America.

**Course Objectives**
- Students will expand vocabulary by learning regional uses of certain words in Spanish speaking countries.
- Students will recognize an expanded core of vocabulary when reading sentences, and short stories.
- Students will respond to questions in Spanish.
- Transform dialogue into narrative for in Spanish.
- Transform narrative to dialogue in Spanish.
- Students will write using preterit an imperfect tense.
- Students will respond orally to questions about self, family, and friends. In addition, they shall be able to discuss daily activities by using expanded vocabulary gradually acquired throughout year.
- Students will demonstrate an increased understanding of the cultures of Spanish speaking countries by engaging in various projects that identify common activities of the Spanish and Latin American culture.
- Increase opportunity to read for comprehension without overt translation.
- Practice using Spanish in communication contexts, adapted dialogues narratives, dictation, and personal compositions.
- Survey of various forms of regional dialects, pronunciation and intonation.

**Course Outline**

**COURSE OUTLINE (THEMES)**
- Reporting about health and referring to parts of the body
- Requesting information on travel: air, auto, rail, bus
- Comparing and contrasting cultural customs: birth, marriage, death, religious observances, folk celebrations
- Selecting, applying for and obtaining employment.
- Identifying and describing preferences for plants and animals.
- Stating preferences for activities and events
- Identifying cultural tendencies/phenomena of various Latin American countries.
- Identifying plants, animals, activities & events.
- Locating countries and capitals

**COURSE OUTLINE (GRAMMAR)**

Verb tenses
- Present/preterite
- Preterit/Imperfect
- Reflexive verbs
- Imperative/Subjunctive
- Adverbs
- Possessive adjectives
- Demonstrative adjectives

**Texts & Supplemental Instructional Materials**

Paso a Paso 2, Prentice Hall, 2000
Realidades 2 (with workbooks and other resources)
Videos
Language CD's

**Key Assignments**
- Individual presentations (oral/written)
- Explain daily routine
- Projects
- Weather forecasts
- Interviews
- Clothing book
- Family tree
- Show and tell
- Year-book
Instructional Methods and/or Strategies
- Cooperative group activities
- Role-playing in skits and dialogues and charades.
- Note taking
- Grammar and vocabulary drills

Spanish 3
Grade Level – 9, 10 and 11

Brief Course Description
The emphasis of this course is on enhancing communicative skills in listening, reading, speaking and writing. Instruction is concentrated on expanding idiomatic communicative structures of grammar. Additionally, the course exposes students to socio-economic, historical, cultural, political dynamics of Spain and Latin America.

Course Goals and/or Major Student Outcomes
- To develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts.
- To develop the ability to understand and respond to the language demands of transactional and social contacts.
- To immerse student in local Spanish speaking cultures within California.
- To introduce students to career possibilities utilizing Spanish.

Course Objectives
- Fine tune communicative skills acquired in Spanish 1AB and 2AB. To broaden instruction to include aspects of the social, political, scientific and cultural public life of the countries where Spanish is spoken.
- Students will be able to write resumes on familiar personal themes in the forms of paragraphs, answer reading comprehension questions, dialogues, short stories, poems, compare/ contrasts and essays.
- Students will form questions and easily ask for information
- Discern meanings from conversations by native speakers.
- Practice reading Spanish language newspapers, magazines and materials on the history and civilization of Hispanic countries.
- Define words in Spanish by contextual clues.
- Reinforce understanding of concepts through paraphrasing.
- Communicate with native speakers in any situation requiring non-technical language.
- Read aloud selections from a variety of Latin American literature.
- Become familiar with selected literary themes in Spanish.
- Comment on themes in literature and society.
- Describe characters and settings.
- Take notes
Course Outline

Formal versus informal usage of:
- Present/Preterite
- Preterite/Imperfect
- Future/Conditional
- Imperative/Subjunctive
- Present Progressive/Past progressive
- Geography
- Literature: Short stories, poems, rhymes etc.

Texts & Supplemental Instructional Materials

Paso a Paso 3, Prentice Hall, 2000

SUPPLEMENTAL READING
- Spanish language newspapers such as: Hoy, La Opinion, and other local papers
- Selected short stories, poems and non-fiction works.

Key Assignments
- Essays (minimum 4)
- Group project
- Individual presentation
- Literary presentation
- Translations

Instructional Methods and/or Strategies
- Cooperative groups
- Role-playing, skits and dialogues
- Journal entries
- Travel guides
- Grammar and vocabulary drills
- Reading for understanding
- Listening for understanding

Assessment Methods and/or Tools
- Midterm
- Final
- Class participation/Homework/class work
- Quizzes/tests
- Compositions/essays
- Projects/Group activities/Oral presentation

Advanced Placement Spanish Language

Required Texts Include:

**Supplemental Readings:**
1. Spanish language newspapers: Hoy and La Opinión
2. Selected short stories, poems, and non-fiction works

**COURSE OVERVIEW**
AP Spanish Language is an intensive and rigorous course, designed for students who desire to expand their proficiency skills. It is meant to be comparable to third year college and university courses. Students are expected to strictly communicate in Spanish with teachers and peers as it will aid in their fluency and prepare them for success on the AP exam. The course focuses on mastery of listening, reading, speaking, and writing skills.

**COURSE GOALS**
- To be successful on the AP Spanish Language Exam in May
- To develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts
- To develop the ability to understand and respond to language demands
- To introduce students to career possibilities utilizing Spanish

**COURSE OBJECTIVES**
- Students will be able to write resumes on familiar personal themes in the forms of paragraphs, answer reading comprehension questions, dialogues, short stories, poems, compare/ contrasts and essays.
- Students will form questions and easily ask for information
- Students will practice reading Spanish language newspapers, magazines and materials.
- Students will enhance vocabulary by reading authentic Spanish text
- Communicate with native speakers.
- Students will read aloud selections from a variety of Latin American literature.
- Students will comment on themes in literature and society.
- Students will write using the following tenses: present, preterit, imperfect, future, future perfect, conditional, present and past progressive, pluperfect, imperative, and subjunctive

**COURSE OUTLINE**
In addition to using core textbooks, *Abriendo Paso: Gramática* (Pearson Prentice Hall), and *AP Spanish: Preparing for the Language Examination 3rd Ed.* (Pearson Prentice Hall), students will also be given lessons from Prentice Hall’s *Realidades* series to reinforce grammar concepts. Articles from *La opinión* and other authentic Spanish texts will also assist in students’ overall success in the course.

*Abriendo Paso: Gramática* provides students with a thorough review and practice of important grammar concepts. With every grammar concept, I provide a mini review with students and often allow them to re-teach concepts to their peers. Students complete class work and homework assignments, which includes writing, to reinforce grammar. While a strong command of grammar is essential for effective communication, class participation (dialogues and student –lead mini lessons) is used for mastery.
**LISTENING SKILLS**
In this course, students watch episodes of “Noticias” in order to build note-taking skills, listening, writing and discussion skills. Hispanic cultural topics as well as current event topics such as immigration that various episodes focus on are expanded upon through research, extended reading and discussion.

The audio program, AP Spanish Preparing for the Language Examination is used during the first and second semesters to improve student listening skills and to develop their oral ability to synthesize and present information in a more formal manner.

- Because Spanish is the only spoken language in class, students are able to practice their listening skills with the teacher and among one another.
- Students listen to authentic audio sources and/ or video sources related to the unit.
- For homework and class work assignments, students listen to and analyze music and radio broadcasts, as well watch movies.
- Students work in pairs, reading material and summarizing main points.
- Sources for authentic listening activities may include: Radio Naciones Unidas (www.in.org/radio/es/) and CNN en espanol (www.cnn.com/espanol/)

**READING SKILLS**

- *Abriendo Paso: Lectura* readings are key readings within a unit. In addition to these readings, students read literature excerpts from a variety of writers, poems, song lyrics, and magazine and newspaper articles.
- Students must read current events from daily newspapers, summarize information and present information to peers.
- Each key reading includes diverse pre-reading, and post-reading activities that aid in comprehension and analysis.

**WRITING SKILLS**
To further build writing skills throughout the year students are assigned topics for both short and extended writing, both informal and formal in purpose, many of which come from the AP Spanish Preparing for the Language Examination text or the text.

- Students have informal practice through completion of quick writes.
- Students also have to write formal, analytical and persuasive essays.
Students practice for the AP Exam by completing one paragraph completion with Root Words and one without Root Words on a weekly basis.

SPEAKING SKILLS
In order to demonstrate and improve speaking skills in Spanish, students are provided continuous opportunities to speak both formally and informally in class.

Students present information from newspaper articles to the class.
Students are expected to use good, formal Spanish to the class, providing research finding.
Students engage in lively class discussions related to the unit themes. They must answer and pose questions, summarize ideas, and orally analyze and synthesize complex ideas.
Every two weeks, students must submit a 10 minute recording discussing an agreed general topic such as family, a favorite movie/book, and future plans. Some students may decide to work together and record dialogues instead.

KEY ASSIGNMENTS
Essays (minimum 4)
Daily quick writes
Listening Logs
Group projects, which will include organizing a student-run Spanish Cultural Fair
Individual presentations (minimum 5)
Translations
Research Paper
Socratic Discussions (minimum 2)

Screenwriting (Does not satisfy A-G Requirements)

Grade Level – 9, 10, 11 and 12

Brief Course Description
This is a semester course that introduces secondary school students to the elements of screenwriting. The course will include screenings and activities to assist students in developing the skills to analyze films and screenplays for structure, style, genre, character, story and plot. Through a series of writing exercises that emphasize creating an outline, a treatment, and several screenplay drafts, students will finish the course with a short screenplay of 10-30 pages.

Course Goals and/or Major Student Outcomes
Through a series of writing exercises that emphasize creating an outline, a treatment, and several screenplay drafts, students will finish the course with a short screenplay of 10-30 pages.

Course Objectives
1. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters.
2. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
3. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
4. 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.
5. Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins.
6. Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
7. Use language in natural, fresh, and vivid ways to establish a specific tone.
8. Make effective use of Content Knowledge, Film Structure, Film Criticism Terminology, and Plot, Character Development, Turning Point

Course Outline
1. Introduction
2. Elements of Story
3. Aristotle’s Poetics
4. Film Structure
5. Inciting Action
6. Turning Point
7. Mid-point Transition
8. Climax
9. Resolution
10. Reading Movies
11. The Premise
12. The Hero
13. The Anti-Hero
14. The Conflict
15. The Resolution
16. Writing the Screenplay
17. Planning
18. Writing a premise
19. Writing a treatment
20. Writing an outline
21. Writing character biographies
22. The screenplay format
23. Writing the first draft
24. Revising the draft
25. Polishing the draft

Texts & Supplemental Instructional Materials
- Aristotle’s Poetics
- The Screenwriter’s Workbook by Syd Field
- Films*
• Apocalypse Now
• Do The Right Thing
• 400 Blows
• City of God
• Terms of Endearment
• What’s Love Got To Do With It
• Sugar Cane Alley

**Key Assignments**
• Film Reading
• Scene Description
• Writing Portfolio
• Screenplay

**Instructional Methods and/or Strategies**
• Direct Instruction
• Socratic Method
• Film Analysis
• Cooperative Groups
• Peer Editing
• Teacher modeling

**Assessment Methods and/or Tools**
• Writing exercises
• Film readings
• Screenplay Portfolio
• Homework
• Participation

**Home Economics (Does not satisfy A-G requirement)**
**Grade Level – 9, 10, 11 and 12**

**Brief Course Description**
Home economics deals with house hold management issues. This class focuses on three units: cooking, sewing and personal finances. Students learn basic food safety and handling, learn how to use the food pyramid and learn how to cook a good healthy meal on a budget. Students will also learn how to fix a seam, hem and a button. In addition, they will either have to create something new that they are willing to wear. Lastly, they will learn skills like: what a budget is, how to read a credit report, learn different saving tools (like saving, checking account, CDs IRAs and Roth IRA’s). Learn about the risks of having a credit cards.

**Course Goals and/or Major Student Outcomes**
• Learn how to cook a complete nutritious dinner for four on a college student’s budget.
• Learn how to mend cloths
• Create something new to wear out of old cloths or from cloth
• Learn basic personal finances.
• Students will work on two projects that will be counted as a test. One is on cooking and the other on sewing, see rubrics. Students are going to have to work and complete projects at home. Parents/ Guardian and classmates will grade the student on some of the aspects of their project. For example, students are going to have to cook a dinner for minimum of 4 people.

Major Outcomes
• One 3 course meal
• Cook a meal to feed a family of 4 - Meal must cost under $15.00. Meal must be follow USDA food pyramid
• Students either sew a button or fix a hem
• Students jazz up an outfit
• Student makes something useful (new outfit, purse, curtains, apron, etc.)
• Students know how to compare 4, 5, 6, 7 year loans
• Students know how to read a credit statement
• Students know how to balance a check book
• Students know that credit cards are loans.

Course Objectives
• The course includes mastery of the following topics:
  • Budgets
  • Sewing
  • Food safety
  • Cooking
  • Baking
  • Personal finances

Course Outline
• Food Safety
• Hand washing
• Food handling
• Washing
• Cross contamination
• Storing
• Time out in danger zone
• Purchasing
• Time and Temp
• Food storage temp
• Food temperature
• Quiz on Food Safety
• Cooking
• Bread baking
- French
- Dinner rolls
- Biscuits
- Desserts
- Pies (lemon tart, apple pie)
- Cakes (chocolate, bunt)
- Sewing
- Intro to a sewing machine and needle and thread.
- Button mending
- Hems
- Iron sewing
- Sewing Project due End of Nov.
- Economics
- Budgets
- Definition
- Balancing check book
- When does bank actually cash check
- Types of saving
- Checking, Roth IRA, saving account, Social security
- Credit reports
- How to read
- How to repair
- How to use them
- ID theft
- Types of Loans
- College
- Credit cards
- Car, home

Texts & Supplemental Instructional Materials
- ServSafe Essential
- National Restaurant Association
- Spend Well, Live Rich: How to Get What You Want with the Money You Have by Michelle Singletary
- Kitchen
- Personal Cookbooks

Key Assignments
Tests
- Personal Finances

Quizzes
- Food safety
- Personal Finances
- Homework
- Daily homework
- Projects
  - Dinner for four
  - Sewing

**Instructional Methods and/or Strategies**

a. Direct Instructions: lecture, in class research, problem sets, and presentations.

b. Instructional Materials: Secondary materials, and demonstrations,

c. Student oral presentations

d. Instruction adaptable to levels of learning

e. Socratic Method (once a month)

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**World History I**

**Grade Level - 9**

**Brief Course Description**

Students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. After reviewing the ancient world, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

**Course Goals and/or Major Student Outcomes**

These goals will direct student learning in the area of Social Science across the curriculum.

1. National identity as it relates to the democratic political, social and moral traditions of the United States.

2. Responsible citizenship such that all history students will be trained to articulate and civilly debate of the major issues of our time in light of the nation’s living traditions.

**Course Outline**

I. Ancient Egypt, Mesopotamia, and Kush
   A. Leadership of distinguished pharoahs.
   B. Geographic, political, economic, religious, and social structures.

II. Ancient Hebrews
   A. Influence of the Hebrews idea of a Supreme Being
   B. Relationship to other middle Eastern culture.
   C. Geographic, political, economic, religious, and social structures.

III. Sub-Saharan Civilizations in Africa
A. Direct v. indirect rule
B. Benin and Congo states
C. Causes and effects of European Imperialism
D. Geographic, political, economic, religious, and social structures.

IV. Ancient Greece
A. Solon: Lawgiver and Social Reformer as well as Pericles, Alexander, and Themistocles
B. Mythology
C. Effects on future societies
D. Geographic, political, economic, religious, and social structures.

V. Roman Empire
A. Geographic, political, economic, religious, and social structures.

VI. Islam and the Middle Ages
A. Geographic, political, economic, religious, and social structures.

Texts & Supplemental Instructional Materials
Ancient World History (with additional resources), McDougal Littell 2007

Key Assignments
• Comparative essay on the leadership styles of Akhenanton and Ramses.
• Essay supporting the claim, "The Hebrew idea of a supreme being or beings' relationship to man was quite different from the idea held by all other ancient Middle East civilizations.
• Research and report on an African country.
• Report on Greek Mythology and its role in shaping the Grecian Empire.
• Students create a magazine designed to explain the life of a Roman during the height of the Roman Empire.

Instructional Methods and/or Strategies
1. Lectures/Warm-up exercises
2. Reading recitations
3. Socratic discussions
4. Writing (note: writing will be used as the primary tool to verify understanding of the instructive process)
5. Vocabulary assessments

Assessment Methods and/or Tools
Toulmin essays
Map tests
Chapter tests
Projects
Modern World History
Grade Level - 10

Brief Course Description
This course presents a diverse perspective on the political, economic, intellectual, and cultural developments of the seventeenth through the late twentieth centuries and the impact of those developments on world cultures. Students focus on the significance of key ideas and movements: Revolution, Industrialism, Nationalism, Socialism, Marxism, Imperialism, Colonialism, Decolonization, and Totalitarian models. In addition to mastering the content, students continue to develop skills in reading primary and secondary sources, critical thinking, coherent argumentation, research, and expository writing.

Course Goals and/or Major Student Outcomes
1. National identity - it relates to the democratic political, social and moral traditions of the United States.
2. Responsible citizenship - such that all history students will be trained to articulate and civilly debate of the major issues of our time in light of the nation’s living traditions.

Course Outline
10.1 Origins of Western Political Thought
* Text- Summaries p.69-70
* Reader-Plato: The Philosopher as King p.1
  Aristotle: Politics p.2
  A. Glorious Revolution: Principles and Milestones
  * Text- Summaries pp. 58-59, 71
  * Reader-The Magna Carta: Forerunner p.3
  Roots of Liberty: British Bill of Rights p.5
  John Locke: Background p.6 John Locke: Natural Rights p.7
  B. American Revolution: Character and Significance
  * Text- Summaries pp. 62-64, 71
  * Reader-The American Revolution p.8
  Declaration of Independence p.9
  Montesquieu: Separation of Powers p.10
  U.S. Bill of Rights p.11
  C. French Revolution: Constitutional Monarchy to Democratic Despotism
  * Text- Summaries pp.65-66
  * Reader-Concise History of the French Revolution p.12
  Declaration of the Rights of Man and Citizen p.13
  Edmund Burke Denounces the French Revolution p.14
  Thomas Paine Defends Republican Principles p.15
  Robespierre: Biography p.16
  The Guillotine p.17
Differences Between the American and French Revolutions p. 18
D. Napoleon: Empire and Significance
* Text- Summaries pp.66-67
* Reader-Napoleon Inspires French Army in Italy, 1796 p.19
Napoleon Retreats from Moscow, 1812 p.20
German War of Liberation Against Napoleon, 1813 p.21
Toussaint L..Ouverture: Slave Who Defeated Napoleon p.22

E. Restoration of Conservatism
* Text- Summaries pp.76
* Reader-Voice of Conservatism: Metternich of Austria p.23

F. Nationalism and Revolutions of 1848
* Text- Summaries pp.77-78
* Reader-Civil Liberties and the 1848 Revolutions p.24
Guiseppe Mazzini : Biography p.25

G. The Effects of the Industrial Revolution in England, France, Germany, Japan and the U. S.
A. Why England was First to Industrialize
* Text- Summaries p.73
* Reader-Industrial Revolution: Why It Began in Great Britain p.27

B. Inventions and Change
* Text- Summaries pp.74
* Reader-The Two Countries That Invented The Industrial Revolution p.28

C. Population Changes and Urban Growth
* Text- Summaries pp. 75

D. Social Changes and Labor
* Text- Summaries pp. 75
* Reader-Emergence of the Factory System p.30
Child Labor p.31
Women Miners in the English Coal Pits p.32
Political Demand of the Chartist Movement p.34

E. Industrial Revolution and Global Commerce
* Text - Summaries p.79
F. Capitalism and Its Responses
* Text- Summaries pp.79- 80
* Reader-Karl Marx: Background and Philosophy p.35
Classless Society: Communist Manifesto p.37

G. Germany & Italy Form Nations
* Text- Summaries pp.80-81
* Reader-Otto von Bismarck: Biography p.40
H. Emergence of Romanticism

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10.4 Era of New Imperialism: Patterns of Global Change
A. Causes of Imperialism
* Text- Summaries p.82
* Reader-Imperialism: Motives p.43
John Hobson: Economic Imperialism, 1902 p.44
B. Locations of Colonial Rule
* Text- Summaries pp.82-84
* Reader-Imperialism: Belgian Congo p.46
Imperialism: Latin America p.47
Cuban Melodrama: political Cartoon p.49
C. Views of Imperialism: Colonizers v. Colonized
* Reader-Jules Ferry on French Colonial Expansion p.50
Dadabhí Naoroji: Benefits of British Rule, 1871 p.51
The White Man’s Burden: Rudyard Kipling p.52
The Black Man’s Burden: Edward Morel p.53
D. Independence Struggles of Colonized Regions
* Reader-Imperialism: China p.56
Sun Yat-sen: Biography p.57
Imperialism: Latin America (review) p.47
E. Turn of the Century and Gathering Clouds of World War I
* Text- Summaries pp.83-84
* Reader-Imperialism: China p.56

10.5 Causes and Course of the First World War
A. Causes of World War I
* Text- Summaries pp. 89-90
*Reader-World War I: Causes p.57
Archduke Franz Ferdinand: Biography p59
B. Major Battles, Turning Points and Geographic Factors
* Text - Summaries p.91
* Reader-The Red Baron: Air Warfare p.60
Trench Warfare p.61
C. Nature of War & Human Costs of War
* Reader-Military Casualties of World War I p.62
D. Human Rights Violations
* Reader-Human Rights Violations: Armenian Genocide p.63
10.6 Effects of the First World War
A. Aims and Roles of World Leaders: Wilson’s Fourteen Points & Treaty of Versailles
* Text- Summaries p.92
* Reader-World War I: The Armistice p.64
Woodrow Wilson: Biography p.65
Treaty of Versailles, June 28, 1919 p66
B. Effects of the War and Treaties on Political Borders: Shifts in Power
C. Effects of the War and Treaties on the Population and Economy

* Text- Summaries pp.96-98

D. Disillusionment with Prewar institutions, Authorities and Values

* Text- Summaries pp.99 - 100

10.7 Rise of Totalitarian Governments after World War I

A. Causes and Consequences of the Russian Revolution

* Text- Summaries pp.93-95

** Reader-Profile of Pre-Revolution Russian Peasant p.73

Lenin: What is to be Done? p.70
Lenin: Call to Power p 71
Hanging Order p 71

2. Rise of Stalin: Effect on Soviet Life

* Text- Summaries pp.95

** Reader-Stalin: Industrialization of the Country p.72
Collectivization Leads to Famine p.73
Profile of Pre-Revolution Russian Peasant p.73

3. Rise of Aggression and Totalitarian Regimes in Germany and Italy

* Text - Summaries pp.100-101

** Reader-The Great Depression: Homelessness in Germany p.74
Hitler’s Book: Mein Kampf p.75
Mussolini:What is Fascism? p.76

10.8 Causes and Consequences of World War II

A. German, Italian and Japanese drives for Empire in the 1930s

* Text- Summaries pp.101-102

** Reader-Japanese Aggression, 1931: Pros and Cons p.77
The Nanking Massacre p.78

B. Role of Appeasement, Isolationism and Domestic Distractions in Europe and the U.S.

* Text - Summaries (review pp.99-102)

** Reader-Munich Agreement and Nazi-Soviet Pact p.79
Appeasement p.80
FDR: America, the Arsenal of Democracy p.81

C. Major Battles and Turning Points of World War II

* Text- Summaries pp.103-104

** Reader-British Decision to aid Soviet Union p.80
Pearl Harbor p.83
D-Day, June 6, 1944 Personal Accounts p.85
Fire Bombing of Dresden p.87
Truman’s Decision to Drop the Atomic Bomb p.88

D. Major Political, Diplomatic and Military Leaders

* Reader-Churchill and the Battle of Britain p.82
E. Nazi Policy of Racial Purity: Holocaust

* Text- Summaries pp.104
* Reader-The Holocaust: Genocide p.91
Testimony of Commandant of Auschwitz p.92
Account of Holocaust Mass Shooting p.93
Remembrances of Concentration Camps Liberators p. 94
F. Human Costs of War
* Text - Summaries p.104
* Reader-World War II Casualties p.89
Japanese-American Internment p.84
10.9 International Developments in the Post World War II World
A. Power Shifts Caused by World War II
* Text - Summaries pp.106-107
B. Causes of the Cold War
* Text - Summaries pp. 106-107
* Reader-The Cold War (Overview: 1945-1989) p.96
C. Truman Doctrine and Marshall Plan and Resulting Economic and Political Competition in
Korea, Cuba, and
Vietnam
* Text- Summaries pp.107 (Korea), Cuba (117), 112(Vietnam)
* Reader-The Korean War p.100
Cuban Missile Crisis: Kennedy’s Address p.103
Cuban Missile Crisis: Khrushchev’s Letter p.105
The Vietnam War p.109
Music of Youth Protest p.108
America’s Failure in Vietnam p.111
D. Chinese Civil War and Rise of Mao Tse Tung
* Text - Summaries pp.110-11
* Reader-U.S. Position on China, 1949 p.106
Mao: Biography p.106
* Text- Summaries pp. 108-109
* Reader-Nikita Khrushchev: Biography p.101
Khrushchev Denounces Stalin p.101
Soviet Repression in Hungary p.102
F. Nationalism in the Middle East and the Rise of Israel
* Text- Summaries pp. 114-115
* Reader-Golda Meir: Biography p.115
The Intifada p.115

Texts & Supplemental Instructional Materials
Modern World History (with additional resources), McDougal Littell 2007
AP U.S. HISTORY

11th grade

Pre-Requisites:
Required or Recommended: Modern World History recommended. Recommendation by teacher encouraged.

TEXTBOOK

Title: American Pageant
Publication Date: 2006
Publisher: Houghton Mifflin
Author(s): David Kennedy, Lizabeth Cohen, Thomas Bailey

Course Purpose:
A.P. U.S. History is meant to be a college-level course taught in high school. In fact, it is harder than the average college history course since the textbook and all materials must be completed by late April (requiring a pace of 1-2 chapters per week) and because it culminates with a rigorous, comprehensive, nationally administered exam. Most of the responsibility to pass the A.P. exam lies with the individual student. Content must be mastered and learning demonstrated on exams and essays.

Students will be prepared for the Advanced Placement United States History Exam.

Students will study selected historical themes and the context and significance of major interpretive questions.

Students will be trained to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.

Students will learn how to approach history critically and be able to analyze and evaluate competing sources of historical information.

Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

Students will learn test-taking skills, including how to successfully take timed exams.

Students will learn to take notes from both printed materials and lectures.

Course Outline:
Unit I: The Foundation of the North American Colonies

Readings: American Pageant, p. 1-121

\*The First Americans, Who Invented Scalping
\*The Great Awakening

Themes: The emergence of American cultural traits
Regional ESP patterns and how they evolved
The push-pull factors bringing colonists to the new world
Comparison and contrast of regional economic, social and political

Patterns: Puritanism, Anglicans and religious freedom
Evolution of democracy, legacy of undemocratic practices

Essential Questions:
1. Were the Americas "discovered" or were they conquered?
2. Many of the early settlers felt that God had "paved the way" for their being here. What evidence did they find here that supported that feeling?
3. Know the differences in the approaches to exploration or colonization among those who showed interest in the Americas (Spanish, Portuguese, Dutch, Swedish, and English). Why were some of these successful and why were some failures over time?
4. What were the prevailing attitudes and behaviors exhibited by the European settlers toward the Native American population?
5. What type of relationship developed between the colonies and their "managers" in England that led to the colonist feeling "free" to develop as they saw fit?
6. Discuss the different social structures that characterized New England and the Chesapeake colonies during the first 100 years of their development.
7. What accounts for the dramatic increase in population in the colonies before 1750?
8. What circumstances led to the introduction of slavery into the colonies?
9. What was the economic relationship of the colonies to Europe during this period? How was it beneficial to the colonies? How was it detrimental to the colonies?
10. What was the role of religion in the early colonies? To what extent is it accurate to say that religion was the reason for there being colonies in the first place as has been so often maintained?

Unit II: The Revolution 1763-1790

Readings: American Pageant, p. 122 – 189

\*Were the Navigation Acts Oppressive?
\*England's Viet Nam

Themes: Colonists reevaluate their relationship with the Mother Country
The American Revolution as a Conservative or Radical Movement
The positive and negative aspects of mercantilism
Military victory, diplomacy and the Treaty of Paris
Essential Questions:
1. How did Britain's "neglect" of the colonies gradually lead to independence?
2. Assess the validity of the following statement: "1763 is the most significant year in the history of the colonies before the Revolutionary War."
3. In many revolutions, violence precedes a change of government. In the American history, the ten years between 1765 and 1775 provided the colonists a long period to think through what they were going to do before resorting to armed revolt. Discuss some of the changes in colonial thinking during this ten-year period.
4. To what extent is the American government a product of the Enlightenment?
5. How and in what ways was the American Revolution revolutionary?
6. What did the founders mean by "Republic"?

III: The Federalists 1789-1800

Readings: American Pageant p. 190-210
          Economic Origins of the Constitution?
          A Revolution to Conserve?
          Federalist Papers

Themes: Positive and Negative aspects of the Articles of Confederation
        Development of the Constitution and Bill of Rights
        The emergence of political Parties, Hamilton and Jefferson
        States Rights v Federalism
        The development of American foreign policy

Essential Questions
1. What were the weaknesses in the Articles of Confederation? What were the strengths?
2. Evaluate the following statement: "The Articles of Confederation amply served the desires of most Americans at the time. It was the economic elite who 'hijacked' America's political evolution and turned it into another course by replacing the Articles with the Constitution."
3. To what extent was fear of "too much democracy" a motive for writing the U. S. Constitution?
4. Jefferson & Madison are republicans and opposed what they considered a concentration and abuse of power in the hands of the federalists in the Washington and Adams administrations. To what extent did Jefferson's and Madison's terms as President invalidate this position?
5. To what extent was the role of the Supreme Court mapped out by John Marshall different from the role envisioned for the court by the writers of the Constitution?

Unit IV: The Jeffersonians 1800-1824

Readings: American Pageant, p. 211-255
           1812: Conservatives, War Hawks, and the Nations Honor

Themes: The peaceful transfer of power from one party to another
        Changes and Developments of Party Positions
        Expansion and the growth of Nationalism The War of 1812
Unit V: Jacksonian Democracy 1824-1860

Readings: American Pageant, p. 256-319
The Age of Jackson
Panic of 1837

Themes:
The emergence of the second American party system
The emergence of the "Common Man" and expansion of democracy
Reform movements and the American character
Geographic and economic expansion
The Industrial Revolution comes to America
Rise of Sectionalism Scientific and religious developments

Essential Questions for Both Units:
1. How did Madison's administration contribute to the War of 1812?
Discuss how the nationalism of the 1810s & 1820s became the sectionalism of the 1830s and 1840s. What were the social, political, and economic reasons for these changes?
2. To what extent is the following statement true? John Marshall created the Supreme Court as a "third" branch of government.
3. It could be said that Thomas Jefferson and James Madison were the fathers of the Civil War. Using these chapters and discussing events from the 1830s and 1840s, evaluate the validity of that statement.
4. In what ways and to what extent did the Jacksonian approach to Native American issues represent a continuation of a long-standing attitude toward the American Indian?
5. How did the extension of the franchise (the right to vote) during this period create a more "democratic" American society?
6. "The South grew, but it did not develop." By the 1840s this was true socially, politically, and economically. In what ways?
7. By the 1850s, Northern society was no longer able nor was it willing to make accommodations with Southern society. To what extent and in what ways was this true?
8. How did social and religious movements, such as the Second Great Awakening and Republican Motherhood contribute to the growth of the early Republic?

VI Prelude to War 1790-1860

Readings: American Pageant, p. 320-433
"The Mexican War & Manifest Destiny"
"Abolitionists: Reformers or Fanatics?"

Themes:
Slavery as an economic and social institution
The emergence of Sectionalism over issues of expansion and morality
Economic, social and political causes of the Civil War
Abolitionists: Fanatics or Reformers
The Industrial Revolution comes to America
Rise of Sectionalism
Essential Questions:
1. To what extent was slavery a "cause" of the Civil War?
2. Was war inevitable after the sectional crises of the 1850s?
3. How did the shift in economy affect social and political development?
4. Analyze 3 reformers. Were they fanatics or reformers?
5. How did global developments and developments in technology profoundly change the economy and settlement patterns?

VII The Civil War & Reconstruction 1861-1877

Readings: American Pageant, p. 434-503
Articles Lincoln's Election as an Immediate Menace to Slavery
The Tragic Legend of Reconstruction

Themes: The nature of the union and the legal theory of secession
The policy, strategy and tactics of the Civil War
The constitution and practical dilemma of restoration
The struggle for black civil rights and equality

Essential Questions:
1. A good way to measure the "trauma" of a time period in American history is to look as its effects as measured by amendments to the U. S. Constitution. Using this as criteria, what were the major problems of this time period and how were they permanently addressed in the Constitution?
2. It could be said that Section 1 of the 14th Amendment is the real declaration of victory in the Civil War? To what extent and in what ways is this true?
3. As significant as the 14th Amendment is, it represented a major betrayal to one group who had been very active social movements in the 1840s and 1850s. What was this group and to what extent was the 14th Amendment a betrayal?
4. The Radical Republicans' actions in the post-Civil War era represented a clear attempt of one branch of the federal government to encroach on the powers of another branch of the federal government. By 1877 who was ahead?
5. What were the effects of this on the country in general?
6. Was the Civil War detrimental or beneficial to the industrialization of America? In what ways?

VIII. Gilded Age 1869-1900 [two weeks]

Readings: American Pageant, p. 504-625
The Gilded Age
Social Issues of the Early Industrial Age

Themes: Political Alignment and the Corruption of the Gilded Age
The Role of Government in a changing economy
Social, economic and political impacts of industrialization
The winning of the West
The rise of labor unions, Immigration and urbanization
Inflation and deflation

Essential Questions
1. In what ways was the post-Civil War immigration different from the immigration that occurred in the 1830s and 1840s?
2. Compare the post-Civil War industrialization with the "factory system" of the 1840s.
3. How do you account for the growth of cities, the urbanization, of the 1880s and 1890s?
4. The farmers of the west and south felt in some ways similar to the workers in Eastern cities. How did the farmers' response differ from the response of workers in the east?
5. If you use changes to the U. S. Constitution as a measure, this period is one of the most significant in American history. What were the Constitutional changes? How are they a product of the changes that occurred in American society in this period?
6. Discuss the similarities between the Horatio Alger "rags-to-riches" attitude and the Social Darwinism of William Graham Sumner.
7. Analyze the relationship between the Populism of the 1890s and the Progressivism of the first two decades of the 20th Century.
8. Evaluate the effect of "bigness"--in business, in the burgeoning economy, in foreign affairs--on American Society in the period between 1875 and 1925.
9. There was a second wave of American expansionism, a "new" Manifest Destiny, after the frontier was "closed" according to Frederick Jackson Turner. To what extent did this justify or support Turner's "frontier thesis?"

IX. Populists & Progressives 1890-1919 & World Power 1880-1920

Readings:
American Pageant, p. 590-719
What Happened to the Progressive Movement in the 1920s?
Did the Progressives Fail?
"Becoming a World Power?"

Themes:
Role and Effectiveness of Third Parties
The Agrarian Revolt
The Farmer faces a changing world
The Supreme Court in Changing Times
The Progressive Coalition of Liberal reformers
Women's Issues
Consumer and Environmental Protection
The changing role of the U S in world affairs
Global awareness and the shrinking world
The Spanish American War
The failure of Neutrality
Causes and results of World War I
Treaty negotiations and the Senate rejection of the Treaty of Versailles
Essential Questions:
1. To what extent did Progressivism build on the demands made earlier by the Populists?
2. It has been said that the 20th Century actually began when Theodore Roosevelt became President of the United States. To what extent is this statement a true statement?
3. The Civil War, the most traumatic event in American history, produced three Amendments to the U.S. Constitution. The Progressive Era produced four. What was it about this time period that demanded such drastic and permanent changes in the basic structure of American society?
4. To what extent did women play a significant role in the societal changes that characterized this time period?
5. The period 1901-1920 can be characterized as a long argument between interventionism and isolationism. To what extent is this true?
6. The Progressive Era ended in a bitter period of fear-filled isolationism. What caused America to recoil like this?
7. Woodrow Wilson is generally listed as one of the “near great” Presidents of the United States. Is this assessment justified? Why or why not?
8. When Warren G. Harding ungrammatically promised America a return to "normalcy," what did he mean?
9. It has been said, "when America is afraid, it turns inward and gets mean." Discuss the extent to which this is true especially as regarding the period in American history immediately after World War 1.

X. Boom & Bust 1920-1940

Reading: American Pageant, p. 720-820
The Conservative Achievements of Liberal Reform?
The Ordeal of Herbert Hoover

Themes: The rejection of world leadership, but not isolationism
Cultural conflicts of the 1920s
The failure of prohibition
Government and business, was this really laissez faire?
Organized Intolerance
The persistence of progressive reform
The role and responsibilities of government in society
The New Deal and the Welfare State
Hoover as the first of the "new" presidents
Social, economic and political causes and impacts of the depression

Essential Questions:
1. Why beliefs or assumptions led to Hoover's failure to adequately deal with the deteriorating economic situation during his years as President?
2. Assess the validity of the following statement: The social, political, and economic stresses of this period demonstrate that American society is fundamentally racist.
3. Discuss how the decade of the 20s paved the way for the collapse of the American economy in the decade of the 30s.
4. To what extent and in what ways did the role of women change during the 20s and 30s?
5. It has been said that the Depression changed forever the relationship between the American people and the government of the United States. How and in what ways is this true?
6. Why wasn't there a radical revolution in the United States when it's economy failed in the late 20s and its government apparently could not deal with the disaster?
7. Why didn't all of the legislation produced in the Roosevelt years "cure" the Great Depression? What did end it?

**XI World War II 1920-1960 [two weeks]**

**Readings:**
- American Pageant, p. 800-881
- *The Internment of Japanese Americans*
- *American Foreign Relations 1920-42*
- *The Middle Aged Lions*
- "American Expansion and the Exaggeration of the Soviet Threat”

**Themes:**
- The rejection of world leadership, but not isolationism
- National Neutrality Neurosis: US Response to Aggression
- The social, economic and political causes of World War II
- Women and minorities receive an opportunity
- Wartime Diplomacy and the formation of the United Nations
- Home Front Developments and regulations
- The revolution in American foreign policy
- The beginning of the Cold war
- The return to peacetime World War II
- The goals and policies of collective security and containment
- Anti-Communism
- Modern Republicanism

**Essential Questions:**
1. How did global conflicts over resources, territories and ideologies renew debates over American values and the nation’s role in the world; military, political, cultural, and economic force in the world by 1945; and promoted change within U.S. society?
2. To what extent did the domestic issues affect U.S.’ decision to join WWII?
3. How did increased contacts among diverse groups, driven largely by technological change, created both opportunities for competing and merging expressions of political and cultural ideas, beliefs, and behaviors as well as manifestations of tensions between traditions and innovation?
XII Contemporary America (1962-1990)

Readings: American Pageant, p. 882-1034

Carter Assessed

Essential Questions:
1. Discuss the factors that contributed to the landmark Civil Rights Acts of 1964 and 1965. How and why did the civil rights movement change from 1965 to 1968?
2. In the light of what he hoped to accomplish, who was the most effective president—Kennedy or Johnson?
3. The domestic programs of Kennedy and Johnson shared two fundamental goals: Maintaining the strength of the American economy and expanding the responsibilities of the federal government for the general social welfare. Discuss how and how well these goals were accomplished.
4. Discuss the factors that led President Johnson to expand America's commitment in Vietnam into a full-scale war. Analyze the conditions and constraints that made Vietnam a "quagmire" for American forces and policies.
5. How did the nation's energy needs complicate both the foreign and the domestic policies of Presidents Ford, Carter, and Reagan?
6. Discuss the debates over social issues such as AIDS and sexual behavior, homelessness, and abortion. What impact have these issues had on the traditional political parties? What role did the "religious right" play in these debates?
7. What forces have been at work since 1945 to make Americans more homogeneous in taste, thought, and life style? What have been the forces for diversity and change in those areas?
8. Trace the course of American policy toward Israel and the Middle East from the end of World War 2 to 1990.
9. What mix of motivations shaped American policy? To what extent, if any, were those motivations in conflict with each other?
10. The promise of Keynesian economics was consistent economic growth and persistent economic stability. How successful were Keynesian policies in fulfilling this promise? Why did Ronald Reagan and the Republicans turn to supply-side theory? How did it work?

Writing Assignments:

The largest part of the Advanced Placement exam is the essay portion. Therefore, considerable time will be spending learning and practicing how to write effectively. Specific essay guidelines and expectations will be handed out at a later date. Those essay guidelines must be carefully followed.

Students will usually be required to write essays every other week, starting in October. It is anticipated that all essays will be in class “timed writes.” These essays will be similar to the type given on the A.P. U.S. History exam and will be graded on the same nine point scale. Students should be writing a minimum of 750-1000 word compositions. Below are list of the Free Response and Document Based Questions they will be writing essays on.

- Free Response Essay: States Rights v. Federalism
- DBQ: New England and Chesapeake
• Free Response Essay: Sectional Crisis
• DBQ: Jeffersonians v. Jacksonians
• DBQ: Reconstruction
• Free Response essay: Progressives v. Populists
• DBQ: Hoover and FDR
• Free response essay: Roosevelt and the shadow of war

**Key Assignments:**

**Activities and Projects:**

1. **Debate**—Some topics that lend themselves to the approach include the arguments between Alexander Hamilton and Thomas Jefferson or between Booker T. Washington and W.E.B. DuBois.

2. **Partisan Journal Articles**—Assign students a short essay to be written for a partisan paper or journal and, after receiving the homework, assign the same topic to be written from the opposite point of view. This activity is used for Yellow Journalism articles during the Spanish American War or debates surrounding the Vietnam War.

3. **Diaries, letters, soap operas**—Ask students to write fictionalized versions of events and movements in history, especially in the area of social history. To keep the creative students historically accurate, require them to provide a bibliography for their work. This activity is used for different people affected during the Great Depression.

4. **News Shows**—Students enjoy putting on their own version of 60 Minutes for local television. Their efforts may be live and/or taped. This activity is used to recount the events of WWI, WWII, The Korean War, and the Vietnam War.

5. **Counter-factual assignments**—Ask students to write papers explaining what would have happened if the South had won the Civil War or William Jennings Bryan had won the election of 1896.

6. **The Host of the Year**—Inform students that they are holding a dinner party to which they are to invite six, seven, or eight people who were active during a specific decade. Students must explain why they invited the guests and where they should be seated to ensure a happy and interesting party. Finally, students should record the conversation that took place.

7. **The President’s Psychiatrist**—Students are informed that each is a psychiatrist who has a new client, the president of the United States. The students write reports on the their president.

8. **Adopt One’s Own Ancestors**—Often used at the end of the year, this assignment requires students to select “ancestors” from the people they have studied throughout the course. A particularly strong-willed boy or girl might “discover” that his or her great-great-grandfather was Andrew Jackson.
9. Advertising Circulars—Ask students to design “come-ons” for one of the colonies or circulars to encourage people to move West, for example.

10. Rate the President—Have students rank the presidents over a half-century or so. This assignment leads to some interesting papers, and the results can contrast with presidential polls conducted by leading historical associations.

11. Presidential Transition Team—Inform students that they are members of a president-elect’s transition team asked to recommend people for the president’s new cabinet. Assign other students the roles of possible cabinet members who will be interviewed by the transition team.

12. Mediators—Assign students as mediators between two groups with sharply divergent interests and ask them to design proposals that both sides will accept. One example would be trying to find a middle ground between a late-nineteenth century corporation leader and representatives of the Knights of Labor.

13. Writing Newspapers—
   - Ask students to create the front page of a newspaper for a decade and then to write a paper justifying their selection of stories and the location on the page.
   - Explain to students the Nationalist, Realist, and Radical approaches to American foreign policy, then announce an event and ask one-third of the class to write on the event from the perspective of one of the three schools of history. Ask the other two-thirds of the class to do the same for the remaining two approaches. A second and third event could also be announced for which students would take different approaches from their first paper. To enrich this assignment, a few students could be assigned the roles of major players in these events. The newspaper editors would then interview them for their newspapers.

14. My Favorite Decade—Ask students to learn about domestic life in the post-World War II United States and explain which decades they would most and least like to live in. Arrange a debate between students with differing point of view on each of the decades. This assignment is very effective near the end of the year.

15. Regalia Collection—Collect 25-30 items (documents, records, pictures, etc.) on a particular decade such as the 1920s and have students use the regalia to explain a particular era.

16. Senate Hearing—Propose a series of amendments to the U.S. Constitution to address the problems of an era. For example, a late 1850s hearing might call for an amendment for or against the extension of slavery. Witnesses on the topic would be assigned and all the students at the end would write a piece explaining their vote on the amendment.

17. Spy’s Dilemma—Students discover a series of “top secret” documents. Each student (or students working in groups) must decide which are most important to pass on to their superiors in the Central Intelligence Agency and why.

Other APUSH activities include:
   - Socratic discussion: How did contact among American Indians, Africans, and Europeans challenge and altered the worldviews and identities of each group in varying degrees, leading to cultural conflict and a variety of adaptations.
• Analysis of primary source documents using APPARTS strategy
• Journals responding to essential questions
• Revolutionary Press Conference in which students assume a historical character and hold a press conference providing their perspective on the revolutionary movement
• Socratic Discussion analyzing the Articles of the Confederation
• Journals responding to essential questions
• One Pagers: Social, Political, Economic, Religious and Intellectual developments
• Socratic discussion: Reformers: fanatics or reformers
• Journal reflections on essential questions
• One Pagers on elections
• Journal reflection on essential questions
• Forum: Students assume a historical role during industrialization and address the social, political and economic issues from the perspective of the historical character. Students must incorporate primary sources as references
• Journal reflections addressing essential questions
• One Pager: Contributions of Women
• Debate: Expansionist v. Isolationist?
• Journal reflections on essential questions
• Socratic discussion: Business and government: was this laissez faire?

**Short Answer and Essay Questions:**

1. Describe the differences between Montesquieu and John Locke. Which one did Thomas Jefferson borrow from?
2. Was the Emancipation Proclamation effective in freeing slaves? Why or why not?
3. Describe the living conditions and working conditions of the working class, cite two examples for each
4. What is laissez-fair economic policy and what are its positives and negatives?
5. What are labor unions and what effect did they have on the Industrial Revolution?
6. What is the term for the rapid growth of cities and what were some of the negative
7. How was England able to keep industrialization from spreading for so long?
8. What were the consequences of the Opium War?
9. What groups were involved and what were they fighting over in the Boer War?
10. Why was there a need for the Berlin Conference?
11. What was the cause and effect of the Boxer Rebellion?
12. Identify Assimilation and Paternalism.
13. Why did the 18th Amendment fail to stop alcohol consumption?
14. Describe the changing role of women in 1920’s.
15. Describe the cultural developments of the Harlem Renaissance
16. Explain in detail a technological advancement of the 1920’s and its significance to the decade and to history in general.
17. Compare and Contrast how the Great Depression affected different groups of Americans.
18. Describe the benefits of the New Deal.
19. What were the pros and cons of the New Deal on American society?
20. What was the turning point for the Allies in WWII?
22. What was the purpose of the Manhattan project?
23. What was the Domino theory?
24. Site and explain two examples were containment failed.
25. How did television help the civil rights movement?
26. Describe the Truman Doctrine.
27. What was the result of the Vietnam War?
28. Explain the space-race and how that impacted the cold war.
29. What was the Cuban Missile Crisis and how did that affect the Cold War?
30. Why was NATO formed?

Essay Questions:

1. Was the Emancipation Proclamation effective in freeing slaves? Why or why not?
2. Were entrepreneurs like John Rockefeller and Andrew Carnegie robber barons or captains of industry? Use evidence from your text to support your answer.
3. Compare and contrast the Manifest Destiny of 1840’s with American imperialism at the close of the century.
4. Which president best embodies the spirit of the Progressive Movement: Theodore Roosevelt, William Howard Taft, or Woodrow Wilson?
5. Describe and analyze the effects of WWI on each of the following: Prohibition, women’s suffrage, race relations and business
6. Compare and contrast Wilson’s neutrality and FDR's neutrality prior to American involvement in World Wars I and II?
7. Which nation, the U.S. or the Soviet, is primarily responsible for the cold war? In your essay be sure to discuss economic, political, military and social reasons.
8. The 1920’s and 1960’s witnessed tremendous social upheaval, unrest, and reevaluation of our goals. Compare and contrast the 1920’s and 1960’s in each of the following areas- literature, respect for law, social customs, foreign policy
9. Evaluate the effects of Reaganomics on the American economy.
10. Evaluate the American policy of containment from the end of WWII to the present. Was it a success or failure? Why?

Instructional Methods and/or Strategies:

The strategies and methods used in this course encourage academic discourse, foster effective communication and critical thinking. Primary source analysis, essay writing, debates, and various activities outlined above support these methods and strategies.

Assessments Including Methods and/or Tools:

At the end of each unit a formal assessment will be given. The assessments will help students master the standards as well as develop a sense of responsible citizenry, and understanding of national identity, and development of college ready skills. Most importantly, the assessments will prepare students to master the content on the AP US History Exam in May.
Art 1 (Approved A-G College Prep Course)
Grade Levels: 9th, 10th, 11th, 12th

Brief Course Description
This course is an introduction to visual art. Students who have taken art previously as well as students who have never had an art class will learn about creativity, imagination, studio behavior, the elements of art and the principles of design. Students will do independent and group projects, assignments that emphasize color, composition, painting, collage and a variety of materials. Art from other cultures, art history and the work of well-known artists will be studied focusing on contributions of African and African American Art.

Course Goals and/or Major Student Outcomes
- Perceive and respond to works of art, objects in nature, events, and the environment and in works of art, including their own.
- Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.
- Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Course Objectives
Standards:
1.0 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to art. Develop Perceptual Skills and Visual Arts Vocabulary
1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
1.2 Describe the principles of design as used in works of art, focusing in dominance and subordination. Analyze Art Elements and Principles of Design
1.3 Research and analyze the work of an artist and write about the artist’s distinctive style and its contributions to the meaning of the work
1.4 Analyze and describe how the composition of an artwork is affected by the use of particular principle of design. Impact of Media Choice
1.5 Analyze the materials used by a given artist and describe how its use influences the meaning of the work.
1.6 Compare and contrast similar styles of artwork done in electronic media with those done in traditional visual arts materials. Benchmarks The student will be able to: Sample tasks providing some evidence of meeting standards: 1,2,4 Discuss and write about complexities of choice in personal use of media, the elements of art, Select three works from portfolio. Write about each in terms of elements of art, principles of design, and medium. Discuss in class. 1,2,3,5,6 Discuss and write about other Artist’s works and their use of media, the elements of art and the principles of design. Compare and contrast art from the last 10 years to a major work from 100 years ago or longer, using the elements of art, principles of design and choice of medium as a basis of discussion. 1,2,3,4 Experience the use of elements of art, principles of design, and combinations of both, in style of another artist while still maintaining personal originality and integrity. Create art pieces utilizing specific elements of art, principles of design, or combinations of both in the style of another artist.
Standard 2.0 - Creative Expression: Creating, Performing, and Participation in the Visual Arts
Skills, Processes, Materials, and Tools
2.1 Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
2.2 Prepare a portfolio of original two and three-dimensional artworks that reflect refined craftsmanship and technical skills.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4 Review and refine observational drawing skills
Communication and Expression Through Original Artwork
2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create a two or three-dimensional artwork that addresses a social issue.

The student will be able to: Sample tasks providing some evidence of meeting standards: 1,2,4,5
Make informed decisions regarding media choice, elements of art, principles of design and use these to create diverse work from the same item.
Use any media render one item three separate times, each in a different media, using the medium to portray the essence of the item. 1,2,5,6 Make and use advertising to illustrate a social issue using the elements and principles wisely. Research a social issue and make a poster advertising a message, a visual and a place to call for help. Discuss the history of posters and artists such as Toulouse Le Trec. 1,2,3,4,5 Use the computer as an aide for linoleum block printing. Carve linoleum and make qualities of prints.
Using a digital photograph, posterize on computer and transfer image to linoleum block for printing.

Standard 3.0 - Historical and Cultural Context: Understanding the Visual Arts in Relation to History and Culture
Role and Development of the Visual Arts
3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks examined.
3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.
Diversity of the Visual Arts
3.3 Investigate and discuss universal concepts expressed in artwork from diverse cultures.
3.4 Research the methods art historians use to determine to time, place, context, value and culture that produce a given work of art.

The student will be able to: Sample tasks providing evidence of meeting standards: 1,2,4 Relate key points of artist’s lives and works, and show Research a modern artist (from Impressionism forward), write a paper and design an art cube with renderings of art pieces from artist, and present to class. Place cubes in a timeline. 1,2,3,4 Knowing difference between African, Oceanic, and North American cultures as pertains to artwork. Make a mask in the style of African art and discuss its importance to modern art. See examples of old African art in museum setting that have survived over the ages. Explore African art books and create a mask out of Paris craft in the style of African art. Discuss impact on modern art, especially as it relates to artists such as Picasso. 1,2,4 Relate key points of artist’s lives and works, and show Research a modern artist (from Impressionism
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Course Outline

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Creative Expression projects encompassing the following:

- Elements of art
- Line
- Implied
- Expressive
- Descriptive
- Calligraphic
- Shape/form
- Organic
- Geometric
- 2d vs. 3d
- Value
- Shading/blending
- Hatching/cross hatching/other ways to show value

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• Value scale
• Color
• Color wheel with tints and shades
• Theories
• Monochromatic
• Analogous
• Complementary
• Triadic
• Expressive
• Space
• One and two point perspective
• Atmospheric perspective
• Overlapping
• Size
• Clarity
• Form - space in 3d art
• Value
• Texture
• Scaffito
• Rubbings
• Implied
• Line
• Paint
• Other materials

Principles of Design:
• Composition and Design
• How a work is organized
• Using the elements and principles
• Unity
• Proximity
• Similarity
• Continuation
• Variety
• Dominance
• Rhythm and Movement
• Alternations
• Progressions
• Repetitions
• Balance
• Symmetrical/Asymmetrical
• Radial

Cultural Contexts - Examples may include, but not limited to:
- African
- Japanese
- Mexican
- Oceanic
- Indonesian
- Mayan
- Spanish
- Islamic
- Pre-Columbian
- North American Indian

Art History, may include:
- Prehistoric
- Egyptian
- Greek
- Roman
- Renaissance/High Renaissance

Movements include, but not limited to:
- Baroque
- Rococo
- Neoclassicism
- Romanticism
- Impressionism
- Realism
- Post Impressionism
- Expressionism
- Cubism

Other modern art movements may include, but are not limited to:
- Video art
- Computer graphics

Critical processes - How to critique
- Other artists
- Personal evaluation/ reflections on assignments

Career Opportunities - Guest speakers
- Career opportunities may include but not limited to:
  - Architecture
  - Art education

Crafts
- Fashion design
- Film and television
- Fine art
- Graphic design
- Industrial design
- Interior design
- Museum curator
- Photography

Texts & Supplemental Instructional Materials
Canvas, oil paints, art pencils, sketch books.
Art videos and books.

Key Assignments
Still life drawing
Human form drawing
Original oil painting

Instructional Methods and/or Strategies
Information is presented in lectures, video, readings, and guest speakers.
Concepts are developed through individual and group projects, group discussion and work, library and internet research, and fieldwork.

Assessment Methods and/or Tools
1. Classroom participation
2. Written and project based tests
3. Critiqued by instructor
4. Writing reflection and self evaluation
5. Portfolio
6. Assessment Rubrics for individual projects

Advanced Art (Does not satisfy A-G requirement)
Grade Levels - 9th, 10th, 11th, 12th

Brief Course Description
Mastering techniques that show an understanding of the elements and principles of art.

Course Goals and/or Major Student Outcomes
A course in which the emphasis will be placed on the elements and principles of art, line, form, value, texture, space, balance, movement, rhythm, contrast, emphasis, pattern and unity.

Course Outline
Topics/Units/Themes Key Activities/Assignments
1. Line Combining types of lines in a drawing
2. Shape Combining geometric and organic shapes
3. Form Shading to create 3 D form
4. Color Color wheel and complementary & triadic
5. Value Value scale, tints and shades
6. Texture Actual and simulated textures
7. Space Linear, one and two-point perspective
8. Balance Symmetrical and Asymmetrical
9. Movement Visual movement to focal point
10. Rhythm Regular and irregular and repetition
11. Contrast Differences in values, colors, textures, shapes
12. Emphasis Focal areas, value and color emphasis
13. Pattern Regular and irregular and nature
14. Unity Line, shapes, colors, values, texture

Texts & Supplemental Instructional Materials
Various art slides, books, videos.

Key Assignments
Geometric Pencil Drawings
Human Form Pencil Drawings
Original Oil on Canvas

Instructional Methods and/or Strategies
Prior knowledge, Cooperative Learning, Guided Reading, Shared reading, Journaling, Guided Hands-on instruction

Assessment Methods and/or Tools
Performance tasks, quizzes, projects and discussion.
Students must show an understanding of the elements and principles of art by mastering techniques given in the above assessment methods/tools.

Business Leadership (Does not meet A-G requirements)
Grade Levels - 9th, 10th, 11th, 12th

Brief Course Description
In an ever expanding global economy it is necessary for students to gain the knowledge and skills to compete in the through interactive, interdisciplinary projects based on business models. The class is designed to make students more competitive in college admissions and in the job market. It is so important for students to experience early success in the business world, so they understand that these are real, accessible opportunities for them. Business is not just for other people's kids. The designer has an MBA from Stanford's Graduate School of Business and has worked for J.P. Morgan, a Wall Street investment bank, and Steamboat Ventures, the venture capital arm of The Walt Disney Company. Business Leadership borrows from lessons taught at Stanford Business School, and is based on the experiences of executives in real U.S. companies.

Course Goals and/or Major Student Outcomes
The goal of this class is to prepare students to be successful business leaders in corporate America.
Course Objectives
1. Discover their natural talents for business
2. Gain confidence in their abilities to succeed in the "real world"
3. Learn the importance of strong academic preparation
4. Explore what it means to be an ethical leader

Course Outline
Venture Capital - What is it?
Starting a Business
- Writing a Business Plan
- Presentation Skills
- Multimedia Development
Marketing
Consulting
Resume Writing

Texts & Supplemental Instructional Materials
Business Plans
Speakers from industries
Stock reports

Key Assignments
In this project-based class, students work in small groups to (1) start and run their own business [venture capital]; (2) create a marketing campaign for a new sports drink [marketing]; and (3) make strategic recommendations for improving their school [consulting].

Instructional Methods and/or Strategies
Lecture
Discussion
Projects
Toulmin Essays

Assessment Methods and/or Tools
- Weekly Progress Grades: Each group's progress will be graded on a weekly basis, and students will receive an individual or group score, depending on the week. Scores will range from 1 to 5 (lowest to highest), and be measured using rubrics. These grades primarily reflect student effort, participation, ability to stay on task, teamwork, and work quality. [30% of total project grade]
- Final Products / Demonstrations: Project work will always lead to a final product or demonstration (e.g., business plan, oral presentation, advertising artwork, etc.), and usually be presented to the public. Groups receive a score, using rubrics, ranging from 1 to 5 (lowest to highest). These scores measure the quality of the overall product and/or demonstration. [50% of total project grade]
- Self-Assessment / Peer Feedback: Students will be asked to grade themselves at the end of each project, and ask for written feedback from other group members. This feedback
will be used to grade each student's contribution to their team and identify areas for improvement. Grades are based on the quality of the student's individual contribution, the depth of their self-assessment, and the opinions of their peers. [20% of total project grade]

Legal Literacy (Does not meet A-G requirements)
Grade Levels - 9th, 10th, 11th, 12th

Brief Course Description
The Legal Literacy course is designed to stress academics, but also provide youth with survival skills. The program teaches students about practical aspects of law that they can use in everyday life, for the rest of their lives. The program goes beyond most schools civics curriculum by providing an in-depth exploration of various legal issues in conjunction with their social implications.

Course Goals and/or Major Student Outcomes
The overall goal is to provide youth with basic legal knowledge, deliver practical legal skills, and effectuate attitudinal change towards America’s legal system. Ultimately, the program teaches students their legal rights as well as their responsibilities as American citizens.

Course Outline
- Criminal Law: crimes, police, arrest process, interrogation, constitutional rights surrounding searches and seizures, rights at trial, sentencing, access to legal services, juvenile courts, disparities in drug laws, death penalty
- Family Law: marriage, spousal abuse, child abuse, adoption, parental responsibilities, custody and support, marital property laws, separation/divorce
- Race & American Law: constitutional issues and the 14th amendment, affirmative action, slavery, reparations, civil rights, employment discrimination, survey of Supreme Court cases dealing with race and ethnicity
- Consumer Law: written and oral contracts, warranties, developing and maintaining good credit, being a smart consumer, collection practices, consumer protection agencies, deceptive sales
- Education & Law: America’s public school system and recent legal challenges, school reform including voucher programs and charter schools, prayer in schools, Brown v. Board of Education and other Supreme Court cases dealing with education and integration, diversity as a compelling state interest
- Housing Law: landlord obligations, tenants.. rights, housing discrimination, the homeless

Texts & Supplemental Instructional Materials
- The PREP’s Legal Literacy Program
- Constitution
- Case Law

Key Assignments
- Debates
- Mock Trials
Public Speaking (Does not meet A-G requirement)
Grade Levels - 9th, 10th, 11th, 12th

Brief Course Description
Public speaking is one of the most important skills a student could have. This class will develop a student's speaking ability above and beyond what is expected of them in a normal classroom. Students will be prepared to compete in forensics competitions.

Course Goals and/or Major Student Outcomes
Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of
1. Impromptu
2. Introduction
3. Persuasion

Course Objectives
1. A command of standard American English and
2. The organizational and delivery strategies outlined in Listening and Speaking Standard 1.0 which are:
   a. To formulate adroit judgments about oral communication, and
   b. To deliver focused and coherent presentations of their own that,
   1. Convey clear and distinct perspectives
   2. Convey solid reasoning along, and
   3. Make use of gestures, tone, and vocabulary that is tailored to the audience and purpose.

Course Outline
A. Introduction to course
1. Speech Anxiety
2. Preparation Techniques
3. Student interviews

B. Required Speeches
1. Introduction/Narrative
2. Informative/Demonstration
3. Persuasive
4. Oral Interpretation
5. Impromptu
6. Special Occasion

C. Speech Communication Theories
1. Listening
2. Organization
3. Selecting a Topic and Purpose
4. Audience Analysis
5. Small Group Communication
6. Verbal and Nonverbal Communication
7. Use of Language
8. Interview techniques

Texts & Supplemental Instructional Materials
"The Art of Public Speaking", by Stephen Lucas

Key Assignments
Impromptu Speech
The student will be given three topic areas and five minutes. He must construct a speech in 5 minutes which contains an introduction, body with main points and support and a conclusion.

Introductory Speech
A very generic outline will be provided for the student. He will be required to briefly introduce himself and list three occupations in which he has interest along with how public speaking can help succeed in those occupations.

Persuasive Speech w/Outline
Deliver a persuasive speech that includes evaluation and analysis of problems and solutions and causes and effects. Structure ideas and arguments in a coherent and logical fashion. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. Anticipate and address the listener’s concerns and counterarguments.

Instructional Methods and/or Strategies
1. Learn about the Impromptu, Introductory, and Persuasive styles of speeches.
2. See examples of each style,
3. Practice delivering that style,
4. Receive/provide a peer evaluation, and
5. Perform self-evaluations

Assessment Methods and/or Tools
Rubrics for each speech.
Peer, instructor, and self evaluations.
New Course Description

Peer Mediation (Does not meet A-G requirement)
Grade Levels - 9th, 10th, 11th, 12th

Brief Course Description
This course provides students the opportunity to work through problems and disputes in a wholesome productive manner while maintaining personal accountability. This course is designed to inspire students to embrace peacemaking as a constant part of their lives by providing them with the opportunities, skills and encouragement to face and resolve conflict.

Course Goals and/or Major Student Outcomes
1. Recognize how their own attitudes and actions have significant impact on others.
2. Find new and effective techniques for managing emotions.
3. Develop coping strategies for dealing with difficult situations.
4. Identify potential conflicts by developing a conscious awareness of self and environment.

Course Objectives
1. Equip students with problem solving skills that allow them to have a high-level of control toward the outcome of challenging situations.
2. Students will learn how to match the process with the problem. (Process is as important as the outcome)
3. Students will learn the skills needed to refine situations that generate alternatives in order to agree on a solution that gets the results they desire.
4. Students learn to manage conflict in such a way that loses are minimized and gains maximized.

Course Outline
I. Discussion of Self- Assessment
   Could you be part of the problem?
   How can you work toward different solutions?
II. The importance of good communication
   Choosing the right words
   Asking Questions
   Listening for Answers
   Non-verbal messages
III. Four common obstacles to agreement
   Not their ideal
Unmet Interest
Fear of losing face
To much to fast

IV. Dealing with difficult situations
   Conquering resistance
   Recognizing potential difficulties

V. Difficult people: The classic types
   Specific causes of difficult behavior
   Weapons difficult people use
   Coping strategies for difficult behaviors

VI. Managing Anger
   Understanding more about anger
   Managing your own anger
   Dealing with other people’s anger
   Preventative Strategies

VII. Formula for changing attitudes of difficult people
   Change your behavior to change the interaction
   Negative interaction cycles
   Positive interaction cycles
   Permanent disassociation

VIII. How to overcome the feelings difficult people give you
   Put yourself in charge of you
   De-Stress options
   Personal action plan

Texts & Supplemental Instructional Materials
Character Counts Curriculum

Key Assignments
Peer mediation sessions

Instructional Methods and/or Strategies
Lecture
Discussion
Role Plays
Toulmin Essays

Assessment Methods and/or Tools
Practicals
Journals
Self-assessment
Peer evaluation
Practical Matters and Teaching Philosophies

Faculty members will work in cadres to develop lesson plans for each core subject: English, math, science, and history. Teachers of electives review their lesson plans with the School Director or department director. Teachers on each grade level are required to plan their units together, develop the similar lesson plans, and instruct students with those lesson plans. Much of this learning occurs where the chalk hits the board and where the pencil hits the paper. It is the basis of learning at View Park Preparatory Accelerated Charter High School. Teachers are encouraged to give “project” assignments that spur student creativity and self-reliance.

Use of Information Technology

- Every student has access to the use of a computer.
- Every student learns to type and use Microsoft Word at View Park Preparatory Accelerated Charter High School.
- Every student has supervised access to the Internet at View Park Preparatory Accelerated Charter High School.

Subject Based Curriculum

View Park Preparatory Accelerated Charter High School seeks to prepare students to pursue their education through to the highest intellectual reaches of university life. At View Park Preparatory Accelerated Charter High School, we believe in a broad and rigorous liberal arts education that will prepare students to learn whatever they need to learn in their chosen field at any point in their life. The subjects to be studied at View Park Preparatory Accelerated Charter High School include but are not limited to English (EL support embedded within curriculum) Math, Science, History, Spanish, Art, Music, Dance, and Physical Education.

View Park Preparatory Accelerated Charter High School Accountability

View Park Preparatory Accelerated Charter High School complies with all applicable school accountability requirements as required by State, Local and Federal laws.

View Park Preparatory Accelerated Charter High School has individualized college counseling for its students. The general goals of the College Counseling Department are as follows:

Annually at all grade levels (9-12) the school counselor meets with the parents/guardians and student to discuss academic progress, internship options, summer program options, credit recovery, enrichment opportunities, goals, transferability, grad check review and assessment data (CST, SAT, EAP, PSAT, ACT, CAHSEE, Grades)

9th Grade
- Advise students on the test dates, descriptive questionnaires, registration fees, and fee waivers for the PSAT (Preliminary Scholastic Assessment Test).
- Review with students and parents each student’s class schedule to make sure the student is taking the college preparatory courses required for admission to selective universities.
- Arrange for visits to local colleges and universities to expose students to college life and college requirements.
- Provide transitional support (study skills, reference materials, note-taking strategies, etc).
- Arrange for college admissions officers to come to View Park Preparatory Accelerated Charter High School.
- Advise students of GPA and unit acquisition in high school.
- Review the difference between social promotion and credit/course bearing promotion.

10th Grade
- Advise students on the test dates, descriptive questionnaires, registration fees, and fee waivers for the PSAT (Preliminary Scholastic Assessment Test).
- Review with students and parents each student’s class schedule to make sure the student is taking the college preparatory courses required for admission to selective universities.
- Arrange for visits to local colleges and universities to expose students to college life and college requirements.
- Arrange for college admissions officers to come to View Park Preparatory Accelerated Charter High School.
- Advise students to maintain their GPA relative to minimum SAT test score requirements.

11th Grade
- Advise students on the SAT Subject Exams in World History, Foreign Language, Biology, etc.
- Advise students on how to start a personal file or portfolio of their accomplishments and extra-curricular activities.
- Advise students to take the PSAT.
- Continue to review class schedules to ensure the A-G track.
- Arrange for students to attend college fairs and presentations by representatives of colleges and universities.
- Help students obtain applications for undergraduate admission and financial aid, catalogues and bulletins.
- Assist students with registering for college entrance examinations (SAT Reasoning or ACT and SAT Subject Tests.)
- Arrange for students to take SAT and ACT test prep classes.

12th Grade
- Review class schedule with students and parents to make sure the student has taken or is taking college preparatory courses required for admission to the colleges or universities of choice.
- Advise students on grade point average.
- Make information about scholarships available to students.
- Advise students on the upkeep of their personal file (transcripts, test scores, letters of recommendation, personal essays, and student aid applications.)
**Textbooks and Instructional Resources to Be Used**

View Park Preparatory Accelerated Charter High School places a high value on the quality, condition and availability of textbooks for all students. Textbooks and ancillary materials are selected with a strong focus toward alignment to State standards.

**Teacher Recruitment**

View Park Preparatory Accelerated Charter High School involves all stakeholder groups in the school to identify the best teachers to deliver our instructional program. An extensive body of research shows that teacher quality is one of the most important factors related to increasing student achievement. Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on their students’ lives. ICEF has identified teacher recruitment as an organizational priority and has developed a full human resources department in the back office to help reach our recruiting goals.

The key factors of success in recruiting are:

- Dedicated Human Resources Staff in the back office
- Centralizing all of the processing of new employees in the back office
- Good Internal Communication between the back office and school sites
- Casting a wide net for candidates using traditional and innovative outreach strategies
- Responsiveness to Candidates – timely return of calls and clear explanation of next steps to perspective candidates
- Rigorous evaluation and selection process

The Human Resources Department works with the Communications Department to raise awareness about ICEF public charter schools as early as November. Most of the hiring is done from March – June. They employ a broad range of outreach tactics, from cultivating individual networks to implementing print and on-line advertising campaigns. A wider pool of candidates will ultimately result in a higher quality of teachers hired. Primary outreach strategies include:

- Information sessions at colleges and graduate schools
- Partnerships with Teach for America, R.I.S.E. and Cal Teach
- Advertisements through organizations
- Newspaper and on-line advertising such as Craig’s List, Edjoin.org and Teacher-teachers.org
- Utilize the network of colleagues from our existing teaching staff

Application and Selection Process

1. Candidate submits a resume and an application
2. The recruitment team reviews the documents submitted including a credential check.
3. If a candidate is qualified, a brief phone interview is conducted
4. Candidates who pass the phone screen are invited to an interview feedback session.
5. Candidates who pass the interview/feedback session are then invited to teach a sample lesson. Parents and students are an integral part of this step in the process.
6. The final step in the process is a reference check.
7. Ultimately the school director decides to extend a job offer to a candidate.

Characteristics of a Strong Teacher Prospect
Teacher candidates should demonstrate most of the following characteristics in their written application, phone interview, and formal interview or during the sample lesson plan:

- Preferably at least two years of teaching experience
- Subject Matter Expertise
- Clear credential or enrolled in a teacher intern program with an EL authorization
- Urban teaching experience
- Commitment to teaching in underserved areas
- Demonstrated use of data-driven instruction
- Demonstrated passion for closing the achievement gap
- Openness to feedback
- Demonstrates a desire for personal and professional growth
- Strong connection with students
- Commitment to a rigorous education
- Strong execution of the sample lesson plan.

**Formalized Ongoing Professional Development Program**

View Park Preparatory Accelerated Charter High School has implemented a comprehensive model of continuous school improvement which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs.

Every year since the inception of ICEF public charter schools, teachers have time dedicated during the summer, and throughout the school year, to professional development. Teachers returning to ICEF Public Schools have 110 total hours of professional development embedded within the year, consisting of: 40 hours prior to the start of school in August, 10 early release days (3.5 hours) spent in content area or grade level cadres across the organization, and 10 early release days (3.5 hours) spent on school site professional development. Early release days occur on Wednesdays when school ends at 12:30. Newly hired teachers have an additional 5 days of professional development prior to the start of school in August for a total of 150 hours of professional development.

Please see the ICEF Transition to Common Core Standards Plan (attached to this petition) for further discussion of professional development as it pertains to the Common Core Standards Plan.

View Park Preparatory Accelerated Charter High School has identified the following topics for professional development:

- Teachers will examine the backward design process and use specific tools (e.g. Bloom’s Taxonomy, STAR Blueprints) and critical questions to “unpack” and prioritize content standards.

- Teachers will review their prioritized standards and work collaboratively to cluster standards around “big ideas.” The “big idea” or “key” standards will serve as anchors for units.
Teachers will analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.

Teachers will establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc…) and then communicate the criteria to students prior to giving the assessment.

Teachers will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English learners and gifted/talented students.

In addition to the formalized professional development objectives outlined in this charter petition, teachers will be encouraged to share with the staff and the charter school director the areas where they feel a need for more support and professional development. Peer support teams, and informal and or formal interdisciplinary teams will promote the school as a place for professional and personal growth for every staff member, as well as a place for learning for every student. Professional Development is led by school site leaders, teacher content area leaders, and other curriculum specialists.

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>Approx. Hours</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backward Mapping &amp; Clustering Standards to Create Standards-Based Units</td>
<td>16</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Socratic Seminars/Great Books</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Content Specific Pedagogy</td>
<td>30</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>S.D.A.I.E. Training</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Standards-Based Instruction; Aligning standards to college expectations</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Embedding rigor in the curriculum</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
<tr>
<td>Data-Driven Decision Making</td>
<td>8</td>
<td>Ongoing during the school year and every summer.</td>
</tr>
</tbody>
</table>

151
Supporting Full Access of General Ed for Special Education Students | 8 | Ongoing during the school year and every summer.

Sexual Harassment | 2 | Completed online and through safe schools training.

Mandated Reporting | 2 | Completed online and through safe schools training.

Analyzing Student Achievement Data with Peers | 36 | During content area cadres on early release Wednesday per month.

TOTAL HOURS | 150

Embedded within the 150 hours of professional development are 40 hours solely designed for newly hired teachers. These teachers receive the following professional development:

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>Approx. Hours</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backward Mapping &amp; Clustering Standards to Create Standards-Based Units</td>
<td>8</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>6</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Content Specific Pedagogy (included within departmental planning meetings)</td>
<td>8</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>6</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>S.D.A.I.E. Training</td>
<td>4</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Embedding rigor in the curriculum</td>
<td>4</td>
<td>First week of summer professional development.</td>
</tr>
<tr>
<td>Data-Driven Decision Making</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS | 40

In addition to the professional development held during the summer teachers, before school on Fridays and during other periods as designated by the School Director, teachers meet in the following groupings:

- Departmental Meetings: teachers who teach common subject areas are a “teaching team.” Working together, teachers plan lessons to meet the state standards and review formative assessments in Language Arts, Mathematics, History, Science, etc. Teachers are asked to submit their lessons the Friday prior to the week lessons will be taught. Math teachers
will work together during departmental meetings to improve instruction in mathematics and implement teaching strategies to raise student test scores. Teachers of electives meet with the School Director or the head of the department.

- **School Wide Faculty Meeting:** once every other week, the faculty meets with the Director to discuss school wide issues about character education, the curriculum and discipline.

- **School Wide Faculty Professional Development:** the faculty receives follow up professional development one hour after school each week that either follows up on the summer’s professional development issues or addresses a challenge area that the faculty or Director feels the faculty needs immediate training on. How best to implement independent reading time (D.E.A.R. at View Park Preparatory Accelerated Charter High School), independent writing time, and independent study times are frequently the topics of teacher discussions at these meetings. Outside experts are engaged to train teachers in this area, and individual teams are often asked to do their own research on such topics and present their findings for discussion at the next school wide faculty meeting.

- As is evident from past years test scores there is a weakness in the mathematics achievement for students attending ICEF. To address this deficit ICEF-wide, a Director of Math has been hired, who provides weekly support to secondary math teachers. This support includes lesson observations with feedback, co-teaching opportunities, and targeted professional development based on teacher need. In addition to the Director of Math, the math department leader hosts monthly meetings where the department as whole (ICEF-wide) reviews lesson planning and implementation, and shared research based best practices. Additionally, the administration and staff of the View Park Preparatory Accelerated Charter High School has chosen to address this deficiency through the following steps:

  1. Using professional development workshops to identifying student’s deficiency at the start of the school year with a beginning of the year assessment that will guide supplemental instruction
  2. Training teachers in the process of how to study and scrutinize student test scores to identify specific areas of weakness. The CST student reports are replete with valuable detailed data with respect to student performance on detailed areas of the test.
  3. Familiarizing teachers with what resources are available for supplemental instruction from non-traditional sources like the Internet.
  4. Providing additional training and coaching to math teachers in the areas of highest need.

**Academic Calendar and Sample Daily Schedule**

View Park Preparatory Accelerated Charter High School shall offer, at minimum, the number of instructional minutes set forth in Education Code § 47612.5. Education Code Section 47612.5(a) requires a charter school to offer grades 9-12 64,800 minutes delivered in a minimum of 175 instructional days pursuant to Title 5 California Code of Regulation Section 11960. Minimum days on which professional development is provided occur every Wednesday. There are a total of 38 scheduled minimum days. In addition, the School Director will schedule up to ten additional minimum days that are currently "at their discretion" based on school site specific
needs. They could be used as half days before holidays, for testing, at finals, or they may choose not to use any of the discretionary minimum days, in which case the school will exceed our expected instructional minutes.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year Begins</td>
<td>August 12, 2013</td>
</tr>
<tr>
<td>Labor Day (No School)</td>
<td>September 2, 2013</td>
</tr>
<tr>
<td>Pupil Free Day (No School)</td>
<td>September 30, 2013</td>
</tr>
<tr>
<td>Columbus Day (No School)</td>
<td>October 14, 2013</td>
</tr>
<tr>
<td>Veteran’s Day (No School)</td>
<td>November 11, 2013</td>
</tr>
<tr>
<td>Pupil Free Day</td>
<td>December 1, 2013</td>
</tr>
<tr>
<td>King Holiday (No School)</td>
<td>January 20, 2014</td>
</tr>
<tr>
<td>President’s Day (No School)</td>
<td>February 17, 2014</td>
</tr>
<tr>
<td>Spring Break (No School)</td>
<td>March 24 – March 28, 2014</td>
</tr>
<tr>
<td>Memorial Day (No School)</td>
<td>May 26, 2014</td>
</tr>
<tr>
<td>Minimum Day (School Year Ends)</td>
<td>June 6, 2014</td>
</tr>
</tbody>
</table>

A more complete academic calendar is attached to this petition.
**View Park Preparatory Accelerated Charter High School**

**Course Schedule:**

View Park Preparatory Accelerated Charter High School

**Proposed Bell Schedule**

**Quarter 1 & 2:**

<table>
<thead>
<tr>
<th>Bell Schedule</th>
<th>Periods</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:40</td>
<td>1</td>
<td>English 9</td>
<td>CAHS EE Prep/English 10/English 10 Honors</td>
<td>Geometry/Pre calculus/AP Calculus</td>
<td>Rhetoric &amp; Composition/AP Language</td>
</tr>
<tr>
<td>11:25 – 12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:05 – 1:45</td>
<td>3</td>
<td>PE</td>
<td>World History</td>
<td>Spanish III</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>1:50 – 3:30</td>
<td>4</td>
<td>Biology</td>
<td>PE/Health</td>
<td>Elective/Intervention</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Minimum Day**

<table>
<thead>
<tr>
<th>Bell Schedule</th>
<th>Periods</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:00</td>
<td>1</td>
<td>English 9</td>
<td>CAHSEE Prep/English 10</td>
<td>CAHSEE Prep/English 11</td>
<td>CAHSEE Prep/Rhetoric &amp; Composition</td>
</tr>
<tr>
<td>9:05 – 10:05</td>
<td>2</td>
<td>Math Intervention</td>
<td>Chemistry</td>
<td>US History</td>
<td>Government</td>
</tr>
<tr>
<td>10:10 –</td>
<td>3</td>
<td>PE</td>
<td>World</td>
<td>Spanish</td>
<td>Senior</td>
</tr>
<tr>
<td>Time</td>
<td>Periods</td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
<tr>
<td>------------</td>
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<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>11:10</td>
<td></td>
<td>History</td>
<td>III</td>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td>11:15 – 12:15</td>
<td>4</td>
<td>Biology</td>
<td>PE / Health</td>
<td>Elective</td>
<td>Spanish IV</td>
</tr>
</tbody>
</table>

**Quarter 3 & 4:**

<table>
<thead>
<tr>
<th>Bell Schedule</th>
<th>Periods</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:40</td>
<td>1</td>
<td>Algebra 1/ Algebra II</td>
<td>CAHSEE Prep / English 10</td>
<td>American Literature/ AP Literature</td>
<td>Pre calculus/ AP Calculus</td>
</tr>
<tr>
<td>9:45– 11:25</td>
<td>2</td>
<td>English Intervention/ elective</td>
<td>Algebra II/ Geometry</td>
<td>Physics /AP Biology</td>
<td>Anatomy &amp; Physiology AP Physics</td>
</tr>
<tr>
<td>11:25 – 12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:05 – 1:45</td>
<td>3</td>
<td>Elective</td>
<td>AP European History/ Elective</td>
<td>Junior Seminar</td>
<td>Economics</td>
</tr>
<tr>
<td>1:50 – 3:30</td>
<td>4</td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Elective</td>
<td>AP Spanish/ Elective</td>
</tr>
</tbody>
</table>

**Minimum Day:**

<table>
<thead>
<tr>
<th>Bell Schedule</th>
<th>Periods</th>
<th>9th</th>
<th>10th</th>
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<tbody>
<tr>
<td>8:00 – 9:00</td>
<td>1</td>
<td>English 9</td>
<td>CAHSEE Prep / English 10</td>
<td>CAHSEE Prep/ English 11</td>
<td>CAHSEE Prep/ Rhetoric &amp; Composition</td>
</tr>
<tr>
<td>9:05 – 10:05</td>
<td>2</td>
<td>Math Intervention</td>
<td>Chemistry</td>
<td>US History</td>
<td>Government</td>
</tr>
<tr>
<td>10:10 – 11:10</td>
<td>3</td>
<td>PE</td>
<td>World History</td>
<td>Spanish III</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>11:15 – 12:15</td>
<td>4</td>
<td>Biology</td>
<td>PE / Health</td>
<td>Elective</td>
<td>Spanish IV</td>
</tr>
</tbody>
</table>
Electives:
Art I
Art II
AP Art

Dance
Digital Journalism
Drama
Journalism
Student Leadership

English Learners

English Learner Instruction
View Park Preparatory Accelerated Charter High School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), [Charter School] shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:
- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

View Park Preparatory Accelerated Charter High School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

View Park Preparatory Accelerated Charter High School shall administer the CELDT annually. View Park Preparatory Accelerated Charter High School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Overview
View Park Preparatory Accelerated Charter High School meets all applicable legal requirements for English Language Learners as they pertain to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and
evaluating program effectiveness, and standardized testing requirements. View Park Preparatory Accelerated Charter High School will implement policies to assure proper placement, evaluation, and communication regarding ELL’s and the rights of students and parents. Students receive 20 minutes a day of English Language Development, as well as the use of SDAIE (specifically designed Academic Instruction in English) strategies—strategies that are used to teach EL students core curriculum content. The allotment for daily EL support is embedded within the Silent Sustained Reading period. Students requiring additional support may also work 1-1 or in small groups with an instructional assistant. Small group instruction may be provided during literacy lab which is built into all English classes to support EL students. If a student requires further support, a tiered intervention plan will be implemented. This plan will track and monitor student proficiency levels and language acquisition on a weekly basis. These results will guide small group instruction.

**Home Language Survey**

View Park Preparatory Accelerated Charter High School administers the home language survey upon a student’s initial enrollment into school.

**CELDT Testing**

All students who indicate that their home language is other than English take the California English Language Development Test (“CELDT”) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The View Park Preparatory Accelerated Charter High School notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Reclassification Procedures**

View Park Preparatory Accelerated Charter School utilizes the California Education Code Section 313 (d) as a guide for reclassification. Student in grades 9-12 will be eligible for reclassification. The school uses the following criteria in determining whether to classify a pupil as proficient in English:

- Assessment of English proficiency; CELDT overall score of advanced with at least a score of early advanced in any skill area
- Evaluation of performance in basic skills, such as the CST for English-language arts (CST- ELA) or the California Modified Assessment for ELA (CMA-ELA) with a score of proficient or above in 9th-11th grade (2013-2014), 9th-12th (2015) using the SMARTER Balance Assessment, if the student has taken the assessment. Evaluation of performance of basic skills, such as ICEF Benchmark Assessments with a score of proficient or above for 9th-12th grade students and for all students who have not taken the CST.
- Teacher evaluation with the focus of mastery of the curriculum as measured by a grade of A, B, or C in English, Math, Science and History. Any grade below C in the

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4 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.
The aforementioned subjects will require a teacher affirmation that the student will be able to master the material without additional ELD support.

- Parental opinion and consultation, achieved through notice to parents or guardians of the proposed language reclassification and placement, including a description of the reclassification process, and the parents opportunity to participate in the school's reclassification procedural meeting; including seeking their opinion and consultation during the reclassification process.

**Strategies for English Learner Instruction and Intervention**

Teachers are trained to use research based practices as well as Specially Designed Academic Instruction in English (“SDAIE”) techniques, which will be the primary strategies to meet the needs of English Learners. The instructional design model used by View Park Preparatory Accelerated Charter High School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers are trained on a variety of other instructional strategies to be used specifically with English Learners. These strategies include, but are not limited to the following techniques:

**Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits".

**Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid’s literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

**Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002).
Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies).

**Native Language Support.** Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience". In addition, they found that it also "gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students’ development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

**Instructional Materials for EL Students**
ICEF teachers utilize the following instructional materials for EL students:
- McDougall Littell – ESL Dictionary 6-12
- National Geographic – ELD Leveled Libraries
- Saxon Math English Language Handbook
- Holt Reinhart-Winston – Reading Solutions
- Cambridge University Press – Strategic Reading; Writing from Within; Grammar Within

**High Achieving Students**
View Park Preparatory Accelerated Charter High School believes that all children are entitled to a curriculum that offers the best of what we know about education that which is normally reserved for children identified as high achievers. Students who demonstrate an ability to achieve beyond grade level as well as any students who want the challenge, will be provided with many opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for novelty in student outcomes and emphasizing higher level thinking skills.

**Intended Goals and Outcomes for High Achieving Students at View Park Preparatory Accelerated Charter High School**
View Park Preparatory Charter High School continues to implement the Accelerated Schools principles to support high achieving students. “Accelerated,” means two things in our name: one, we teach to the pace of the top 5 students in the class. The remaining 20 students must work 2 to 3 times harder to keep up. They will have to learn how to work smarter as well as harder if they hope to succeed academically at View Park Prep Accelerated Charter High School. This internal standard engages the top quartile, challenges the middle quartiles, and calls for a complete restructuring of the approach to educating the bottom quartile. Teachers
continually modify instructional strategies to include flexible groupings and hands-on learning experiences.

At View Park Preparatory Accelerated Charter High School, all teachers participate and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and are responsible for meeting these students’ needs.

1. High Achieving students at View Park Preparatory Accelerated Charter High School study the same core curriculum as their peers in social studies, science, music and art, however, these students have opportunities to receive advance study via additional research experiences.
2. High Achieving students at View Park Preparatory Accelerated Charter High School participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each department provides office hour seminars to address the school’s goals for high achieving students and further the opportunity for differentiated instruction time.

**High Achieving Students Assessment and Evaluation**

1. Teachers continually assess program design and progress at grade level meetings; and, teachers make reports to parents and committee members at Curriculum Committee meetings.
2. Students keep portfolios and participate in self-assessments, demonstrating exceptional achievement and/or mastery of curricular standards.
3. Students make presentations to parents.
4. Teachers analyze STAR test results and other assessments of advanced performance such as demonstrated success in math competitions to determine the strengths and weaknesses of programs in place.

**Students Achieving Below Grade-Level**

At View Park Preparatory Accelerated Charter High School low-achieving students are identified as students who achieve at below basic and far below basic on the CST test in one or more core content areas (mathematics, English language arts, science and social science), a grade of C- minus and below, and low scores on local benchmark assessments. The View Park Preparatory Accelerated Charter High School educational model (including its curriculum structure and instructional strategies) is designed to maximize the learning opportunities of low-achieving students. Low-achieving students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. We have high expectations for all View Park Preparatory Accelerated Charter High School students to do well.

**Peer to Peer Practice Station**: At this station, students work in groups on review topics. A peer tutor is assigned to help with any questions (students had to apply for this position) and to be the frontline manager for me. The students work on material which they have demonstrated a need to review (through data from benchmark and unit exams). Occasionally students will complete a pre-activity for an upcoming lesson at the direct instruction station (such as reviewing an algebra skill or working on notes, etc.).
**Direct Instruction Station:** At this station, students work on new material. This is where students take notes or engage in activities which are essential for a teacher to be present to help guide the instruction. On most days, this is Cornell notes style, although it is on occasion a discovery learning activity, foldable, or other helpful tool.

**Independent Practice Station:** This is an independent work station. Students are to complete an assignment without assistance from classmates or the instructor. This takes place on the computers, but it could be any independent activity.

Low-achieving students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. We have high expectations for all View Park Preparatory Accelerated Charter High School students to do well.

Parents of low-achieving students are contacted by third week of each academic quarter via personal contact, progress reports and student progress notices. Parents are notified of available interventions through the use of a Student Success Team (SST) meeting. SST meetings are held on an on-going basis throughout the school year. The Student Success Team which is inclusive of the parent and student devise a strategic plan to support the student’s academic growth. For example, a student who may struggle in Algebra I may receive additional support via personal tutoring during a teacher’s office hours, peer mentor pairing, Revolution Prep Algebra I readiness computer-based program and in-class rotational intervention.

**Identifying Students Performing Below Grade Level**

1. View Park Preparatory Accelerated Charter High School screens the following data to identify at-risk students: Students scoring below basic or far below basic on the previous year’s CST in one or more core subjects (Mathematics, English Language Arts, Science, Social Sciences).
2. Students who receive a grade of C- and below in core content classes which include A-G and AP courses
3. Students who score below basic and far below basic on local benchmark assessments in the core content areas (mathematics, world languages, English Language Arts, Science and Social Science).

**Intended Goals and Outcomes of Students Performing Below Grade Level**

1. View Park Preparatory Accelerated Charter High School works to raise the STAR scores of our low-performing students by at least 5 percentage points each year. Low-performing students will have their achievement test scores individually monitored, comparing their progress from year to year.
2. All students performing below grade-level are referred to attend the after-school program. If a student is unable to attend after-school intervention program, intervention is also provided during a portion of the class.
Strategies to Improve the Performance of Below Grade-Level Students

1. By the end of the third week of each quarter, all parents of students at View Park Preparatory Accelerated Charter High School, identified as low achieving, have been informed of their child’s academic standing.

2. At monthly Parent Informational Meetings (PIM) and Meeting with the Counseling Department, parents are provided with specific strategies to support their child’s academic growth. These suggestions may include referrals to tutorial services, credit recovery program options, and on-line resources.

3. Staff development sessions are devoted to differentiated instruction including how to meet both the needs of low achieving students and gifted students.

4. In the classroom, teacher assistants provide individualized assistance directed by the teacher.

5. A centralized list of targeted low-achieving students is kept by the administrator to monitor student progress, to track services, and to provide the ICEF Chief Academic Officer or her designee with periodic updates on the progress of student achievement. Confidentiality will be maintained and data will be provided without names.

6. Annual evaluations of strategies are conducted to ensure students are progressing towards goals.

7. A full-time Parent Liaison works with parents to devise strategies to involve all parents in school programs that support meeting the needs of all children.

8. Through assessments of each student, student interventions are designed to meet the need of all students regardless of achievement level and thus provide a safety net for all students.

Students of Low Socioeconomic Status
A large percentage of students at View Park Preparatory Accelerated Charter High School are students of low socio-economic status. The View Park Preparatory Accelerated Charter High School educational model (including its curriculum structure and instructional strategies) is designed to maximize the learning opportunities of low socio-economic students. Low-socio-economic students tend to come to school with lower levels of academic and social readiness and often do not have as many opportunities for intellectual enrichment outside of school. We have high expectations for View Park Preparatory Accelerated Charter High School students to do well.

Parents of low-socioeconomic students are contacted by the third week of each quarter, and are notified of available interventions through the use of a Parent Informational Grade Level Meetings, Compensatory Education Advisory Committee Meetings (CEAC/SAC) and/or Students Success Team Meetings. By the sixth week of each quarter, parents are notified if their child has not made sufficient progress towards meeting the requirements needed to pass a specific course. Students who continue to demonstrate low performance are provided with additional intervention opportunities within and outside of the classroom. These interventions include personal tutoring during a teacher’s office hours, peer mentor pairing, Revolution Prep computer-based program and in-class rotational intervention.
Identifying and Supporting Students of Low Socio Economic Status

View Park Preparatory Accelerated Charter High School screens the following data to identify students of low socio economic status:
1. Students who qualify for the Federal Free and Reduced Lunch Program.

Intended Goals and Outcomes of Students of Low Socio Economic Status

1. View Park Preparatory Accelerated Charter High School will work to raise the CST scores of our low-socio economic status students by at least 5 percentage points each year per student. Low-socio economic students will have their achievement test scores individually monitored, comparing their progress from year to year.
2. Students of low socio economic status will be referred to attend the after-school program and their after school care costs may be subsidized by ICEF on a sliding scale.

Strategies to Improve the Performance of Low Socio Economic Status Students

1. By the end of the third week of school, all parents of students at View Park Preparatory Accelerated Charter High School who are identified as a socio-economically disadvantaged have been informed of their child’s academic standing.
2. At monthly Parent Informational Meetings and grade level meeting parents are given specific suggestions to help their child progress academically.
3. A list of available tutoring, library and enrichment resources by the school are developed and made available for parents of all students.
4. Staff development sessions are devoted to differentiated instruction including how to meet the academic needs of low achieving and high achieving students.
5. In the classroom, teacher assistants provide individualized assistance directed by the teacher.
6. A centralized list of targeted low-achieving students is kept by the administrator to monitor student progress, track services, and to provide the ICEF Chief Academic Officer or his designee with periodic updates on the progress of student achievement. Confidentiality is maintained and data is provided without names.
7. Data (mark analysis, benchmark assessment results, quizzes, tests and projects) are reviewed to inform practice.
8. A Full-Time Parent Liaison will work with parents to devise strategies to involve all parents in school programs that support meeting the needs

Special Education Program

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, View Park Preparatory Accelerated Charter High School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and View Park Preparatory
Accelerated Charter High School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

#  The Independent Charter School Suspension/Expulsion Report, due monthly
throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

**What It Means to Be an “Educated Person” in the 21st Century**
The education experience students of View Park Preparatory Accelerated Charter High School receive prepares them for college, leadership, and to be lifelong learners. View Park Preparatory Accelerated Charter High School students will matriculate to college with the skills and attributes that are critical for all 21st century learners.

- Students will think creatively and critically
- Students will have problem solving skills, and will develop learning and reasoning skills to prepare for life-long learning;
- Students will be able to set short- and long-term goals;
- Students will have a deep understanding of the humanities, sciences, mathematics and the arts;
- Students will be able to use technology as a tool in the pursuit of continued learning;
- Students will be able to communicate effectively and in many forms;
- Students will possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty; and
- Students will be able to work with people of various backgrounds.
ELEMENT 2
MEASURABLE STUDENT OUTCOMES

To monitor student learning and school performance, View Park Preparatory Accelerated Charter High School will implement the following assessment tools and measures.

As further outlined below, the View Park Preparatory Accelerated Charter High School’s pupil outcomes will address the state content and performance standards in each of the “core” academic areas of math, language arts (including ELD and ESL), science, and history/social science. To monitor student learning and school performance, View Park Preparatory Accelerated Charter High School will implement the following assessment tools and measures. Each of these measures has been designed carefully to align the mission, curriculum and assessments of the school.

<table>
<thead>
<tr>
<th>Assessment Tool Name</th>
<th>When Administered</th>
<th>Purpose for Administering</th>
<th>Performance Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Test (CST)</td>
<td>Annually</td>
<td>Measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science.</td>
<td>View Park Preparatory Accelerated Charter High School will meet AYP and API targets as established by the CDE.</td>
</tr>
<tr>
<td>Core Content Areas</td>
<td></td>
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<td>VPPACHS will increase AP Exam performance by 10% annually.</td>
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<tr>
<td>A-G Completion Rate</td>
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<td>VPPACHS will maintain a graduation rate of above 96% annually.</td>
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<tr>
<td>AP Passage Rate</td>
<td></td>
<td></td>
<td>VPPACHS will maintain 100% A-G completion rate for all graduates.</td>
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<tr>
<td>Graduation Rate</td>
<td></td>
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<tr>
<td>California Standards Test and SMARTER balance Assessment (Common Core Standards)</td>
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<tr>
<td>Teacher Assessments and Authentic Assessments such as:</td>
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<tr>
<td>- Informal Assessments</td>
<td>As Needed</td>
<td>Enhances effective teaching by providing regular monitoring and demonstration of student learning.</td>
<td>These are formative assessments; thus, performance goals are dependent upon student performance.</td>
</tr>
<tr>
<td>- Guided Practice Activities</td>
<td>Daily</td>
<td></td>
<td></td>
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<tr>
<td>- Anecdotal Observations</td>
<td>Daily</td>
<td></td>
<td></td>
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<tr>
<td>- Portfolio Assessment</td>
<td>Monthly</td>
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<tr>
<td>Publisher-developed Assessments:</td>
<td>Weekly/ every 5</td>
<td>To determine student core academic skills in</td>
<td></td>
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<tr>
<td>- Saxon Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Name</td>
<td>Frequency</td>
<td>Purpose</td>
<td>Performance Goals</td>
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<tr>
<td>---------------------------</td>
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<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Math Placement Pretest</td>
<td>Lessons</td>
<td>To determine skill and ability levels for proper placement</td>
<td>English Language Arts (writing, reading comprehension, oral communication, and vocabulary development) and mathematics scoring 80% or higher.</td>
</tr>
<tr>
<td>- Algebra I, Geometry, Algebra II</td>
<td>Beginning and Mid-year</td>
<td>To determine student performance in meeting standards based lesson objectives and adjust instruction</td>
<td></td>
</tr>
<tr>
<td>- Benchmark Assessments</td>
<td>Beginning of year</td>
<td>To determine student performance in meeting standards based lesson objectives and adjust instruction</td>
<td></td>
</tr>
<tr>
<td>- 6-Algebra I, Geometry, Algebra II</td>
<td>Per trimester</td>
<td>To determine student performance in meeting standards based lesson objectives and adjust instruction</td>
<td></td>
</tr>
<tr>
<td>- Algebra I, Geometry, Algebra II</td>
<td>Per Unit</td>
<td>To determine student performance in meeting standards based lesson objectives and adjust instruction</td>
<td></td>
</tr>
<tr>
<td>CAHSEE</td>
<td>Every March for sophomores. Subsequent administrations as necessary for upperclassmen.</td>
<td>To assess students’ academic skills in Math and English Language Arts to meet graduation requirement.</td>
<td>At minimum 85% of students will pass the CAHSEE on the first administration taken in the 10th grade. The remaining 15% will pass the exam by spring of their senior year. View Park Preparatory Accelerated Charter High School seeks to maintain a 100% student pass rate (by student’s senior year) of the CAHSEE.</td>
</tr>
<tr>
<td>Academic Performance Index (API)</td>
<td>Once a year</td>
<td>Mandated by the State of California</td>
<td>Place in the top two deciles of API Similar School rankings and maintain a minimum of a 800 API by 2014. Meet or exceed the annual growth target.</td>
</tr>
</tbody>
</table>
## Subgroup Measurable Student Outcomes

<table>
<thead>
<tr>
<th>Assessment Tool Name</th>
<th>Subgroup</th>
<th>When Administered</th>
<th>Purpose for Administering</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Test and SMARTER Balance Assessment</td>
<td>All sub groups which currently include African American and Socioeconomically Disadvantaged</td>
<td>Annually</td>
<td>Measure the achievement of California Content and Common Core Standards in ELA, Math and Science</td>
<td>All sub-groups which currently includes African-American and socioeconomically disadvantaged students will meet AYP and API targets as established by the CDE.</td>
</tr>
<tr>
<td>Authentic Assessments - Informal assessments Anecdotal observations Portfolio Assessments</td>
<td>All sub groups which currently include African American and Socioeconomically Disadvantaged</td>
<td>As needed, weekly, monthly, quarterly</td>
<td>To chart and analyze student growth over time and to inform instruction</td>
<td>These are formative assessments; thus performance goals are dependent upon student performance</td>
</tr>
<tr>
<td>CELDT CST CAHSEE</td>
<td>English Language Learner</td>
<td>Annually</td>
<td>To identify new students who are English learners, in k-12&lt;sup&gt;th&lt;/sup&gt; grade To determine their level of English proficiency To annually assess their progress in learning English</td>
<td>A minimum of 60% of the EL population will demonstrate Annual Progress in Learning English A minimum of 25% of the EL population with less than 5 years will attain the English Proficient Level on the CELDT annually A minimum of 50% of the EL population with more than 5 years will attain the English Proficient Level on the CELDT annually</td>
</tr>
<tr>
<td>Performance Outcome</td>
<td>Charter Agreement Expectation</td>
<td>ICEF’s Internal Goals</td>
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<td>-------------------------------</td>
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<tr>
<td>Daily Attendance Rate</td>
<td>Equal or higher average daily attendance than the local Educational Service Center (ESC) high schools.</td>
<td>Maintain an average daily attendance of more than 95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Performance Index (API)</td>
<td>Significantly outperform neighboring high schools.</td>
<td>Place in the top two deciles of API Similar School rankings and maintain a minimum of a 800 by 2014. Meet or exceed the annual API growth target.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>Requires teachers’ participation in a rigorous program of 110-150 hours/year, in-house and external as deemed appropriate in meeting teachers’ professional goals.</td>
<td>Performance evaluated yearly; progress measured in meeting student achievement goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Strongly encourages all parents to volunteer 40 hours per school year</td>
<td>100% parent participation as volunteers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School’s Assessment Plan

All ICEF schools use PowerSchool to track data underlying the principles of our academic model. Teachers update and analyze data for individual students. In addition to PowerSchool, ICEF has implemented Data Director, which facilitates data analysis and allow us to compare and monitor student progress over time. The School Director of View Park Preparatory Accelerated Charter High School and the Chief Academic Officer will meet periodically to review student achievement data to identify students needing intervention.

Performance Outcome and Goals

Each ICEF school is expected to reach the established school-wide outcomes set by the School’s leadership and Board of Directors. These goals form the basis for how the Board and families evaluate the school’s progress.
<table>
<thead>
<tr>
<th>Performance Outcome</th>
<th>Charter Agreement Expectation</th>
<th>ICEF’s Internal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Satisfaction</td>
<td>The majority of parents will score Inner City Education Foundation as excellent or good on regular parent satisfaction surveys.</td>
<td>90% of parents will score the school as excellent or good on regular parent satisfaction surveys.</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Annual AYP determination.</td>
<td>It is the goal of View Park Preparatory Accelerated Charter High School to make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act. View Park Preparatory Accelerated Charter High School seeks to achieve and maintain an API score of 800, an average SAT score of 1500, and 100% college acceptance.</td>
</tr>
<tr>
<td>EL Reclassification</td>
<td>18% of ELLs will be reclassified as fluent each year.</td>
<td>35% of ELLs will be reclassified as fluent each year.</td>
</tr>
</tbody>
</table>
ELEMENT 3
METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

Assessment

View Park Preparatory Accelerated Charter High School’s curriculum and assessment systems are grounded by the California Content Standards and State Frameworks. View Park Preparatory Accelerated Charter High School works cooperatively with the District to monitor progress in meeting student outcomes.

Throughout the year teachers will use a variety of assessment data including short-term and long-term projects, portfolios, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. School leaders and teachers use Data Director and analyze CST data as well as student achievement on benchmark exams. Benchmark assessments are given quarterly in the areas of English Language Arts, Mathematics, Science and History to monitor student progress toward mastery of California Standards. These assessment systems are administered by teachers and results are collectively analyzed by teacher content area teams during an organization wide content areas cadre meeting, which are held monthly on an early release Wednesday. They are also used to assess students in English Language Arts and mathematics and the results determine flexible groupings for remediation and extension activities. Teachers regularly use various assessments to evaluate, adjust and plan future instruction. View Park Preparatory Accelerated Charter High School teachers will conference with students and parents to discuss student mastery of the content areas.

Higher-order and critical thinking skills will be assessed on a daily basis through the use of open-ended questions that have more than one correct solution, problem-solving in cooperative groups, hands-on activities, writing using the "writing process," solving analogies and predicating outcomes.

At the beginning of the school year, achievement test and CST scores from the previous year are analyzed. Teachers will be given a list of students who scored at the Basic, Below Basic, and Far Below Basic in specific subjects so that they can analyze and plan intervention activities to fill gaps in core knowledge and skills. Additionally they are also given an analysis of their impact on their previous students’ achievements by comparing efficiency bands of their students at the beginning of the prior school year (on the CST from two years ago) with their student’s achievement at the end of the year (on prior year’s CST). This allows teachers to analyze their impact on student achievement, identify areas for professional growth and development, and to analyze and refine their teaching practice. These reports are provided by the ICEF Central Office, but school leaders facilitate conversations each October with individual teachers using these reports. Also on the list are students that did not reach benchmark on the last periodic subject assessments from the previous year. Scores from the achievement tests, CST and periodic assessments are used to determine differentiation from at risk to high achieving students.
Low-performing students are tracked from year to year so that school leaders can analyze their performance in particular classroom settings and place them with teachers who have a track record of increasing student achievement in low performing students.

At View Park Preparatory Accelerated Charter High School, teachers serve as testing coordinators to ensure that state pupil assessments including achievement tests, CST, and CELDT are administered. Teachers at View Park Preparatory Accelerated Charter High School are also involved with ongoing professional development directly addressing assessment.

View Park Preparatory Accelerated Charter High School conducts all applicable state pupil assessments pursuant to Education Code Section 60602.5.

The View Park Preparatory Accelerated Charter High School faculty will continue to use informal and formal assessments to monitor student progress in mastering grade level standards in all subject areas. This progress will be shared with parents through periodic report cards, parent-teacher conferences, and additional means as necessary.

View Park Preparatory Accelerated Charter High School will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card (“SARC”) to provide parents and the community with descriptive and comparative information about the school.

View Park Preparatory Accelerated Charter High School shall also collect and analyze student performance data each year and shall utilize the data to monitor and improve.

**Testing**

View Park Preparatory Accelerated Charter High School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If View Park Preparatory Accelerated Charter High School does not test (i.e., STAR, CELDT, CAHSEE) with the District, View Park Preparatory Accelerated Charter High 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.

**Grade Level Classification (credits requirements are cumulative)**

Promotional status is based on credits earned, not years in attendance:
- 9th grade students must earn a minimum of 60 credits to promote to the 10th grade.
- 10th grade students must earn a minimum of 120 credits to promote to the 11th grade.
- 11th grade students must earn a minimum of 180 credits to promote to the 12th grade.
- 12th grade students must earn a minimum of 250 credits to qualify for graduation.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>30</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>30</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education</td>
<td>15</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

### UC A-G Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

The UC A-G requirements for graduation are incorporated and a part of the View Park Preparatory Accelerated Charter High School’s graduation requirements.

### Additional Non-Academic Graduation Requirements

**COLLEGE PORTFOLIO**

In alignment with ICEF’s mission, all students must produce a college portfolio that demonstrates how each student has applied to at least three four-year universities and has fully cooperated with the college counselor. Application to appropriate colleges—not acceptance to those universities—will fulfill the college application requirement.

**COMMUNITY SERVICE**

Part of being a well-rounded student is involvement and service in the community. For this reason, students are required to complete 100 hours of community service throughout their four years at View Park Preparatory Charter High School (25 hours per academic year).

### Grading Policy

Grades 9-12

A 100-90

B 89-80

C 79-70

F 69-60

The following scale is used to evaluate citizenship and work habits.
E  Excellent
S  Satisfactory
U  Unsatisfactory

Before a student receives a grade of “F” the parents/guardian must first be notified.

The following general guidelines will be used for grading students:
  • Test/assessments  50% of student’s grade
  • Quizzes  20%
  • Projects  20%
  • Participation /homework 10%

Percentages may vary based on the complexity of the assignment.
ELEMENT 4
GOVERNANCE

View Park Preparatory Accelerated Charter High School is nonsectarian in its programs, admission policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, or disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. View Park Preparatory Accelerated Charter High School will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

Inner City Education Foundation

View Park Preparatory Accelerated Charter High School will comply with the Brown Act.

Members of the View Park Preparatory Accelerated Charter High School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

The Board of Directors

The ICEF Board of Directors has legal and fiduciary responsibility for View Park Preparatory Accelerated Charter High School. The ICEF Board of Directors provides fiscal accountability by approving and monitoring the budgets and other financial matters. The ICEF Board of Directors also helps ensure effective organizational planning by approving long-range academic and financial goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that school resources are managed effectively and used to further student academic achievement. The Board of Directors assesses ICEF’s progress with regard to its academic goals and is responsible for ensuring that the academic leadership is held accountable for pursuit of those academic goals.

Inner City Education Foundation is a California non-profit 501(c) 3 corporation. The Board of Directors is a self-selecting body as outlined in the attached Articles of Incorporation and Bylaws. The Board of Directors may include an LAUSD representative, and a parent from an ICEF operated charter school. All management responsibilities not specifically designated to the Board are delegated to the CEO, who will answer directly to the ICEF Board of Trustees. As the entity with the ultimate oversight responsibility, ICEF provides LAUSD with annual programmatic and fiscal audits for View Park Preparatory Accelerated Charter High School.
Current Board members are: Richard Riordan, Chairman of ICEF Board and Former Mayor of the City of Los Angeles; Jackson Browne, Musician/Recording Artist; Brigid Coulter, Actress; Russel Goings, Southwest Companies; William Lucas, Cataumet Partners; Patrick McCabe, NewRoads Elementary School; Julie Kellner, Community Member; Stephen Smith, the Seaport Group; David Moore, parent and Partner in MetalSales Associates; Simeon Slovacek, Ph.D., Professor of Education at California State University at Los Angeles; Frank Baxter, former ambassador to Uruguay and; Austin Beutner, Former Deputy Mayor of the City of Los Angeles.

Process for Selecting Governing Board Members

Governing board members are identified, reviewed and nominated for membership by a standing committee of the board, assigned that responsibility, the Committee on Board Members. The Committee on Board Members solicits parents, past parents, school leaders, community leaders, and current trustees for prospective members. The Committee on Board Members nominates candidates on the basis of guidance from the board on the skills needed for the effective oversight of the schools. The Committee furnishes information on each candidate to all members of the board. The full board elects new members by majority vote at the annual meeting, held the third Thursday of January, every year or on an as needed to fill vacancies. Board members are elected for one year and holds office until expiration of the term which is the date of the following annual meeting. The Committee on Board Members also develops and administers a program of orientation for newly elected board members and nominates candidates for Board Member Emeritus status.

How Often the Board of Directors will Meet

The meeting schedule is set at the annual meeting each January. At least eight meetings are scheduled each year and are held at 4:00 pm at the ICEF headquarters. ICEF and View Park Preparatory Accelerated Charter High School will comply with the Brown Act. Board Meetings will be posted in the lobby at 5120 W. Goldleaf Circle, Los Angeles, CA 90056 no less than 72 hours in advance of any regularly scheduled Board Meeting and 24 hours in advance of any special Board Meeting. Agendas and governing board minutes can be obtained from the same address as well as ICEF school sites. Agendas and meeting notices will also be posted at the school site in the main office and on the web site.

Business and Operations Management

ICEF provides services such as fundraising, grant writing, facility and site development, real estate purchases, as well as operating services such as budgeting/forecasting, accounting, payroll, compliance/reporting, service vendor contract negotiations, management, and purchasing. ICEF will monitor adherence to the charter process and laws. ICEF utilizes an accounting system that adheres to Generally Accepted Accounting Principles (GAAP).
View Park Preparatory Accelerated Charter High School and or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

**Governance Org Chart**

**Inner City Education Foundation Board of Directors**

CEO of Inner City Education Foundation

View Park Preparatory Accelerated Charter High School Director

View Park Preparatory Accelerated Charter High School Faculty and Staff

Parent Information Meetings

School Site Council

(12 members including school director, parents, teacher, school staff)

Parents

**Structure**

1. The governance structure is designed to assure that every member of the school community shares in the decision-making process.
2. School community issues and concerns are raised during monthly Parent Information Meetings.
3. Those issues and concerns raised are then taken into consideration by the School Site Council.
4. Conflicts which are not appropriate for SSC review are referred to cadres.
5. Cadres address site-based priority areas of concern. These areas of concern are defined through a data-gathering process. Having thoughtfully defined an area of challenge, and inquiry process is followed to address the area of challenge.
6. The Steering Committee facilitates communication between cadres and the Parent Information Meetings (PIM) attendees

**School Site Council (SSC)**

The School Site Council consists of 12 members including the school director, teachers, staff, and parents. The School Site Council shall be constituted to ensure parity. Half of the council shall be made of the principal, teachers, and/or other school personnel, while the other half of
the council will consist of parents, community members and students. The School Site Council functions in the following manner:

1. Ensures that the entire school is moving in the direction of the school vision.
2. Members are elected by secret ballot. Parents nominate and elect other parents, while teachers are nominated and elected by other teachers and staff members are nominated and elected by other staff members.
3. They are tasked with helping the principal make decisions for improving student achievement as outlined in the Single Plan for Student Achievement.
4. It does not approve any one person's or group's decisions. Rather it works together to create plans regarding student achievement. Members of the SSC then vote on the plan itself before submitting it to the governing board for approval. Following plan approval, the SSC will provide oversight of the budget as applies to Title I funding to ensure effective implementation.
5. All SSC decisions must be voted on and receive a majority vote within the SSC. Decisions cannot be reversed unless brought back to the entire council for reconsideration. SSC decisions regarding the expenditure of Title 1 funds are subject to board approval.

**Conflict Resolution**
1. Concerns are first voiced during monthly Parent Information Meetings.
2. Conflicts involving the use of Title 1 funds and/or implementation of the Single Plan for Student Achievement are referred to the SSC for resolution.
3. Conflicts which are not appropriate for SSC review are referred to cadres.
4. The ICEF Board of Directors has delegated all management responsibilities not specifically designated to the Board, to the CEO, who answers directly to the ICEF Board of Directors. As the superior governing body of ICEF, the ICEF Board of Directors has ultimate authority to determine all conflicts and review actions of the CEO.

**Cadres**

Cadres are small work groups formed on an as needed basis to address specific concerns. An inquiry process is followed by the cadre to explore possible solutions to previously prioritized areas of concern and suggests solutions to the Steering Committee. Once the Steering Committee agrees to a proposed solution, this solution is presented during the monthly PIM for full implementation through a consensus process. Cadres do not have decision-making power, however their suggestions are considered by the Steering Committee and upon their approval forwarded to the PIM for action and adoption. Cadres are comprised of members from the school community: teachers, support staff, administrator(s), parents, students, and those community members who are active participants in the school. Below are examples of typical cadres in an ICEF Public School.
<table>
<thead>
<tr>
<th>CADRE</th>
<th>DUTIES</th>
<th>COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>To become expert in the school curriculum in order to assist faculty and administration. To develop field trips, school fairs, and school assemblies to complement curriculum. To develop character education and human development programs to address the needs of the whole child. To recruit and recommend teacher candidates.</td>
<td>1/3 Parents 1/3 Teachers 1/3 Administration</td>
</tr>
<tr>
<td>Volunteer</td>
<td>School parent/family participation school activities. Recruit volunteers; act as support group for family involvement. Recommend plan for implementation of after-school activities. Recommend ways to use the strengths inherent in our school community for the good of the school.</td>
<td>1/3 Parents 1/3 Teachers 1/3 Administration</td>
</tr>
<tr>
<td>Family Contracts</td>
<td>Design home-school contracts. Support families and students in fulfilling terms of contract. Support families in fulfilling their volunteer and attendance obligations.</td>
<td>1/3 Parents 1/3 Teachers 1/3 Administration</td>
</tr>
<tr>
<td>Fundraising</td>
<td>Raise funds for school activities (field trips, enrichment programs, Spanish, computers, etc.)</td>
<td>1/3 Parents 1/3 Teachers 1/3 Administration</td>
</tr>
<tr>
<td>Logistics</td>
<td>Coordinate master schedule. Assist in admissions and registration. Organize classes to develop school’s ability to respond to emergency (CPR &amp; Disaster Training). Coordinate school safety &amp; traffic policies.</td>
<td>1/3 Parents 1/3 Teachers 1/3 Administration</td>
</tr>
</tbody>
</table>

**Cadres Guidelines**

1. Cadres will be formed as needed and disbanded after their work is complete (when the school has successfully addressed the challenge area).
2. School staff, parents, and community members may serve on any cadre.

**Steering Committee**

The steering committee consists of 1/3 cadre parent chairpersons, 1/3 teachers, and 1/3 Administration. The Steering Committee functions in the following manner:

6. Insures that cadres and the entire school are moving in the direction of the school vision.
7. Serves as a clearinghouse for information to facilitate communication between cadres and the PIM attendees.
8. Monitors cadres to ensure progress toward goals and accomplishment of duties.
9. Assists cadres to develop and refine recommendations for consideration at the PIM.
10. Assists Administration in dealing with incoming information to the school and disseminating information to cadre members.
**Parent Information Meetings ("PIM")**

Parent Information Meetings ("PIM") refers to all stakeholders, teachers, parents, support staff, students, and community representatives. The PIM alerts stakeholders to school issues and is required to approve decisions that have implications for the entire school. PIM meetings are held monthly and regularly scheduled at an hour that is conducive to parent participation. Approval is reached through a consensus model.

**Conflict Resolution**

1. Concerns will first be brought to the appropriate cadre for research and possible tendering of proposed solutions to the Steering Committee.
2. The matter will then be referred to the Steering Committee for resolution.
3. The CEO or the CEO’s delegate reserves the right to act as final arbiter on matters upon which the steering committee is unable to reach a decision.
4. The ICEF Board of Directors has delegated all management responsibilities not specifically designated to the Board, to the CEO, who answers directly to the ICEF Board of Directors. As the superior governing body of ICEF, the ICEF Board of Directors has ultimate authority to determine all conflicts and review actions of the CEO.

**Complaint Procedure for Parents and Students**

View Park Preparatory Accelerated Charter High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

View Park Preparatory Accelerated Charter High School will adopt and publish 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.

View Park Preparatory Accelerated Charter High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

View Park Preparatory Accelerated Charter High School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.
Responding to Inquiries
View Park Preparatory Accelerated Charter High School and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. View Park Preparatory Accelerated Charter High School and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications
Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by View Park Preparatory Accelerated Charter High School.
ELEMENT 5
QUALIFICATIONS FOR SCHOOL EMPLOYEES

The employees of the View Park Preparatory Accelerated Charter High School are a group of professionals committed to the education of all children. Our guiding principles demand that students engage in a rich, meaningful learning experience that will encourage them to become life-long learners.

In order to fully implement our educational model, all staff members must be equally committed and actively involved in the planning, performance, administration, and evaluation of the instructional program and school operations. To help accomplish this, staff members are encouraged to serve on a cadre of their choice.

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

Definitions of calendar, holidays, workday, work year, sick days, and personal days are to be found in the ICEF employee handbook.

View Park Preparatory Accelerated Charter High School agrees to comply with the provisions of No Child Left Behind (NCLB) and Education Code Section 47605(l) as they apply to certificated and paraprofessional employees of charter schools. These credentials shall be on file at View Park Preparatory Accelerated Charter High School and available for inspection by the granting agency at any time.

All full time employees of View Park Preparatory Accelerated Charter High School are eligible for health benefits.

Staff Member Selection

Selection of all of the View Park Preparatory Accelerated Charter High School personnel shall be in compliance with Education Code Section 44237 and 49406.

The Human Resources Department of ICEF will:
- Establish job qualifications in collaboration with View Park Preparatory Accelerated Charter High School
- Announce opening(s)
- Recruit applicant(s)
- Require an appropriate certificate or credential
- Request resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment
- Interview candidate(s)
- Select top candidate

The View Park Preparatory Accelerated Charter High School Director in cooperation with the ICEF Human Resources staff monitors ongoing credentialing requirements. Employees’ job duties and terms and conditions of employment are negotiated in individual contracts. General job descriptions have been developed for the administration, teachers, staff, and other office personnel.

**Employee Qualifications and Sample Job Descriptions for the View Park Preparatory Accelerated Charter High School:**

**Title: Chief Academic Officer**

Reports to: Chief Executive Officer

**Summary:** As an integral member of the Senior ICEF Management Team, the Chief Academic Officer is responsible for articulating the vision of the instructional program at ICEF Public Schools and ensuring that each school makes strides toward achieving the mission that all students will be prepared to attend and compete academically at the top 100 colleges and universities in the nation.

**Responsibilities:**

- Work with the school leaders to set and ensure the attainment of annual measurable goals for their site.

- Develop and lead school administrators in their roles as instructional leaders and site managers by creating individual growth plans and performing evaluations.

- Direct the organization wide professional development and ensure that efforts are responsive to the overall trends and needs of the organization as evidenced by school data.

- Supervise and guide all Academic Home Office staff in supporting schools.

- Works directly with Chief Executive Officer to determine the overall strategy of the organization and develop short and long term goals

- Create, refine, and articulate organization wide structures and policies that ensure schools are able to achieve their goals and the mission and vision of the CMO.

- Assist and guide administrators as they disaggregate and share assessment data and identify how they will use that data to conduct of a cycle of inquiry.
Qualifications:

- Demonstrate knowledge and support of the ICEF mission, vision, goals, instructional conventions, policies/procedures, confidentiality standards, and the code of ethical behavior.
- Recognize and be sensitive to the various cultural differences that present challenges to student learning
- Experienced with diverse youth in an urban area
- Team player
- Comfortable with a start-up environment: fast growth, flexible roles
- Confident leader
- Driven by data
- Organized administrator
- Commitment to diversity and multicultural staff
- 2 or more years of educational administrative experience
- 3 or more years of experience teaching in an urban district
- A commitment to both excellence and equity
- Relentless drive to attain results
- Experienced instructional leader, with curriculum, pedagogy

School Office Manager Job Description

Basic Function:
The School Office Manager supports the School Director by performing complex, specialized clerical activities to manage the school office. He/She prepares and maintains data, files and records; reviews and verifies the accuracy and completeness of various student documents and data; maintains students and attendance information systems; distributes mail; answers phones and responds inquiries. The School Office Manager is a full-time, salaried non-exempt, year round position reporting to the School Director.

Representative Duties:
- Manages all aspects of attendance and student records (sets up and maintains student database and attendance records)
- Demonstrates good understanding of confidentiality when typing confidential documents and maintaining files (such as school personnel, evaluations, and other confidential correspondence)
- Maintains a calendar for the director and school
- Handles, schedules and juggles multiple priorities and tasks
- Screens director’s mail and responds to all mail which can be handled in a clerical level
- Prepares and processes director’s correspondence, including handling dictation, typing, filing and other communications and record keeping processes
- Coordinates and/or handles distribution of correspondence
Proofreads reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents.

Duplicates and distributes a variety of records, reports and other materials as directed.

Takes incoming calls and makes necessary outgoing calls, receives visitors and parents, answers questions or direct to appropriate resource.

Facilitates communication among staff, students district personnel and other as required.

Maintains inventory of office and schools supplies: Requisitions, receives and distributes materials and supplies according to established procedures.

Manages substitute teacher process.

Demonstrates knowledge of and support for the school mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.

Perform related duties assigned.

**Essential Qualifications:**

- AA degree or equivalent work experience.
- Five year experience in fast-paced administrative support position, experience in a school front office preferable.
- Proficiency with Microsoft Office.
- Efficient office management capacity.
- Gracious receptionist and telephone techniques and etiquette.
- Effective communicate both orally and in writing using correct English usage, grammar, spelling, punctuation and vocabulary.
- Professional attitude and appearance to meet school standards.
- Ability to perform complex, specialized clerical work involving independent judgment and requiring speed and accuracy.
- Establish and maintain cooperative and effective working relationships with others.
- Make mathematical computations quickly and accurately.
- Meet schedules and time lines.
- Interpersonal skills using tact, patience and courtesy.
- Ability to work effectively with constant interruptions.
- Physical ability to operate a computer and office equipment.
- Physical ability to lift light objects, kneel, bend and reach overhead.

May be required to administer first aid to students.

**Title: School Director**

The School Director is the overall school leader in each of our communities, developing and implementing programs, working with students and families, and mentoring and evaluating teachers. The School Director reports to the Chief Academic Officer.

**Responsibilities:**

General administration, management and leadership of school site.

- Oversee daily running of school.
- Address discipline/behavior issues with Dean.
• Oversee student support programs
• Respond to daily crises
• Facilitate scheduling
• Manage attendance
• Coordinate relationship with the home office
• Engage in strategic planning

Instructional Leadership
• Guide professional development
• Use of data to improve teaching and learning
• Coach teachers
• Support the implementation of curriculum
• Facilitate and support course-specific and standardized assessment

Human Resources
• Hire faculty and staff
• Manage faculty and staff
• Build a team
• Evaluate faculty and staff
• Mentor future directors

Community Relations
• Build relationships with families and local institutions
• Build relationships with local district

**Director Accountabilities:**

**Student Achievement**
• State tests
• Internal Tests
• Grade data
• Dropout rate
• Suspension/mandatory transfer rate
• (Graduation rate—for future)

**Constituency Satisfaction**
• Enrollment and waitlist
• Attendance rate
• Teacher retention
• Feedback from all constituencies

**Essential Qualifications:**
• A minimum of a Bachelor of Arts or Bachelor of Science Degree
• 2 years of educational administrative experience, preferably as a director or assistant director of an urban high school
• 3 or more years of experience teaching in an urban district
• A commitment to both excellence and equity
• Relentless drive to attain results
• Experienced instructional leader, with curriculum, pedagogy
• Experienced leader for classroom management and student discipline matters
• Experience with meeting facilitation and change management, with commitment to reflective practice
• Experienced with diverse youth in an urban area
• Team player
• Comfortable with a start-up environment: fast growth, flexible roles
• Confident leader
• Driven by data
• Organized administrator
• Commitment to diversity and multicultural staff

Title: Parent Liaison/Parent Outreach Coordinator
Reports To: School Director

• Attend cadre, steering committee, PIM meetings, any parent and grade level meetings, as well as district level meetings that may pertain to the implementation of a project.
• Act as a source of inspiration, encouragement and support to the school staff, parents, students and administration throughout the school improvement process.
• Provide training, modeling, coaching and guidance in the implementation of the Inquiry process to staff, administration, parents and students.
• Be a part of the campus leadership team (i.e. School Director, lead teachers, etc.)
• Work closely with the grade level position holders
• Provide volunteer opportunities to actively participate in the life of the school.
• Maintain documentation of commitment hours.
• Works closely with Office Manager.
• Attend monthly parent liaison meetings.
• Act as liaison mediator between staff, administration and parents.
• Provide parent education training and scheduling.
• Knowledgeable of all campus activities and the activities of other campuses that have a direct impact on your school site.
• Participate in enrolment process (ie open house, lottery, orientations, trainings and registration)
• Oversee the integrity of all activities involving monetary transactions.
• Balance and reconcile school bank account.
• May record student community service hours.
• Proficient in Microsoft office and excel
• May facilitate Parent Information Meetings
• Works closely with School Director and grade level chair to schedule field trips and fundraisers. Works closely with outside vendors

View Park Preparatory Accelerated Charter High School 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:

1. Medical Clearance to verify employee is free from tuberculosis and other communicable diseases (except as prohibited by applicable law).
2. Full disclosure statement regarding prior criminal record.
4. Fingerprinting for a criminal record check.

Employees will not be hired until all of the above is cleared.

Selection of Faculty and Staff is made under the following guidelines and criteria:

1. The Human Resources Department of Inner City Education Foundation:
   - Establishes job qualifications in collaboration with View Park Preparatory Accelerated Charter High School
   - Announces opening(s)
   - Recruits applicant(s)
   - Requires an appropriate certificate or credential
   - Requests resumes, references, records of experiences, credentials, licenses, etc.
   - Verifies previous employment
   - Interviews candidate(s)
   - Selects top candidate

2. Medical clearance - proof of negative Mantoux tuberculosis (T.B.) testing.
3. Fingerprinting for a criminal record check. Applicant will submit prints and service fee to the Department of Justice for criminal record check.
4. The School will check to ensure that all appropriate criteria for work authorization in the United States has been met, and require child-abuse sign-off.

**Selection of Administrators**

Selection of Directors is based on proven experience in educational leadership, educational vision for and experience with minority children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. Responsibilities for the administrative staff will include but not be limited to:

— Commitment to the equal education of all students.
— Facilitating communication between all school stakeholders.
— Hiring and firing of employees.
— Overseeing the day-to-day operations of the school.
— Preparing credentialing paperwork and monitoring processing.
— Organizing professional development.
— Assisting with student discipline.
— Reporting to the Board of Directors on the progress of the school in achieving educational success.
— Assisting with preparing grants, facilitating fundraising efforts, and/or obtaining loans.
— Maintaining a balanced budget and drafting an annual budget proposal for ICEF Board review and approval.
— Overseeing the development and implementation of all programs.

Selection of Teachers

View Park Preparatory Accelerated Charter High School teachers will be required to hold appropriate All Commission on Teacher Credentialing certificates, permits, or other similar documents as required by law. These documents will be maintained on file at View Park Preparatory Accelerated Charter High School and will be subject to periodic inspection by LAUSD.

Teachers will be selected on an application and interview basis. Selection of teachers will ultimately be made by the school Director based on recommendation from an interview committee that will consist of parents, teachers and school administration. The selection may be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Responsibilities for the teachers will include but not be limited to:

— Developing lesson plans within the framework of the grade level team.
— Turning in lesson plans a week prior to instruction.
— Preparing and implementing lesson plans that lead to student understanding of the established curriculum content.
— Assessing student progress and maintaining accurate records.
— Identifying academically low-achieving students and initiating an intervention program to ensure that student succeeds.
— Participating regularly in professional development opportunities.
— Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders.
— Maintaining regular, punctual attendance.

Teacher Evaluation

The Director evaluates teachers at the end of each year. This evaluation is based on meeting the responsibilities as outlined above.
Selection of Teacher Associates and Classroom Support Staff

Recruitment and testing is done by the administration of the school to form a pool of qualified candidates. Interviews and selection are performed with input from the teacher of the class that has the opening. Compliance with NCLB, medical clearance and fingerprinting are required.

View Park Preparatory Accelerated Charter High School recruits qualified Spanish-language proficient paraprofessionals to assist the English Learner students.

Selection of Day-to-Day Substitutes

View Park Preparatory Accelerated Charter High School has established and maintains a list of qualified substitutes who will be contacted as needed. They are paid at a competitive hourly rate based upon a 6.5 hour day. Classified staff is paid on an 8.0 hour day.

Office Personnel

Office personnel are selected by the administrative staff on an application and interview basis. Selection is based on the ability to perform the job duties for that position as defined in the job description.

The following positions are considered key positions within View Park Preparatory Accelerated Charter High School:
- School Director
- Teacher
- Office Manager

ICEF utilizes the LAUSD pay scale as a basis for salary determination. ICEF may offer incentives or bonuses at its discretion.
ELEMENT 6
HEALTH AND SAFETY PROCEDURES

Policies and Procedures

View Park Preparatory Accelerated Charter High School has adopted and implemented health, safety, and risk management policies and procedures. 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. View Park Preparatory Accelerated Charter High School also has an asbestos management plan. These policies and procedures are reviewed regularly with staff, students, and parents. These policies were developed in consultation with the school’s insurance carrier to address the following topics:

- Policies and procedures for response to natural disasters and emergencies, including fires, and earthquakes.
- A requirement that school facilities are approved by a state fire marshal and by a structural engineer to determine that there is no substantial seismic safety hazard.
- A policy that the school is a drug, alcohol, and tobacco free workplace.
- Policies relating to the administration of prescription drugs and other medications.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state and local authorities.
- A requirement that all enrolling students provide documentation of immunizations to the extent required for enrollment in non-charter public schools. Record of immunizations will be maintained, and staff will comply with County requirements for Tuberculosis (TB) testing as described in EC 49406. No prospective employee will commence employment prior to obtaining clearances.
- A policy requiring criminal background checks for school employees as required by the California Educational Code 44237. No prospective employee will commence employment prior to obtaining clearances.
- Procedures for complying with all health and safety laws and regulations that apply to non-charter public schools including those regarding transportation, food services and custodial services, and those required by CAL/OSHA, the California Health Safety Code, and EPA.
- Per Title IV of the Safe and Drug Free Schools and Communities View Park Preparatory Accelerated Charter High School has adopted and implemented policies and educational programs, which focus on the prevention or curtailment of the use of tobacco, drugs, and alcohol by students. The View Park Preparatory Accelerated Charter High School involves parents and community in these programs to in order to provide a safe learning environment for students to achieve academic success.
- View Park Preparatory Accelerated Charter High School will provide for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
- View Park Preparatory Accelerated Charter High School’s facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access.
requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

**Health Services and Prescription Medications**

Parents complete the appropriate form authorizing school staff to administer medication. Staff keeps detailed records and logs of all medication schedules and dispenses medications at the appropriate times. All medications are stored in secure storage cabinet.

**Fire Drills**

Fire drills are conducted at least twice a semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When an alarm sounds teachers lead students in their room out of the building in compliance with the evacuation route/map that is posted in each classroom. Once outside of the building teachers take roll to ensure that all students are accounted for. 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 once every two months. Students are made familiar with the “duck and cover” routine. In case 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 too dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or other safety zone. Teachers will take roll and report any missing students to the administration. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or national disaster, teachers are designated “Civil Defense Workers” and are not allowed to leave the school until they receive official clearance from administrative staff.

**Student Supervision**

Students are supervised at all times by teachers, paraprofessionals, or other qualified adults according to state law.

**Evacuation Plan**

In the event an evacuation is warranted. Teachers will proceed with their students as outlined on the evacuation plan posted in each classroom. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom will attach themselves to the nearest teacher exiting the school for the purpose of getting to a designated evacuation site. Once at the evacuation site teachers and staff will make sure that students find their proper class and teachers. Teachers will then take roll to ensure all students are accounted for. The names of any students unaccounted for will be immediately provided to administrative personnel and a staff member will be assigned the task of finding any missing students. Teachers will stay with their class for the duration of the emergency. All students will stay with their teachers at the designated evacuation site until the administration staff gives the
“all clear” signal. In the event students cannot return to the school, the administrative staff will notify parents and/or the media where students can be picked up. A designated staff member will sign out students as they are being picked up by a parent or other authorized adult listed on the emergency information card. Parents will be asked to remain in a designated pick-up area, and the students will be escorted to their parents for release.

**Insurance Requirements**

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

**Evidence of Insurance**
The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter.
agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan
View Park Preparatory Accelerated Charter High School has a Health, Safety and Emergency Plan in place. View Park Preparatory Accelerated Charter High School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA
View Park Preparatory Accelerated Charter High School its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting
View Park Preparatory Accelerated Charter High School shall require all employees of the View Park Preparatory Accelerated Charter High School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. View Park Preparatory Accelerated Charter High School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. View Park Preparatory Accelerated Charter High School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7
RACIAL AND ETHNIC BALANCE

View Park Preparatory Accelerated Charter High School makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. Specifically, View Park Preparatory Accelerated Charter High School focuses its outreach efforts on the surrounding area including the South Los Angeles area, and Inglewood. View Park Preparatory Accelerated Charter High School is publicized on an on-going basis. School brochures outlining the school mission, goals, and enrollment information are available. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted on a regularly scheduled basis along with community presentations and other methods as required to assure racial and ethnic balance.

Court-ordered Integration*
The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

Diversity Recruitment Plan
The Inner City Education Foundation’s (ICEF) mission emphasizes a focus on providing an educational experience for each member of the ICEF schools community that offers consistent opportunities for excellence in both learning and teaching. A central feature to this mission is a personal approach to learning that encourages students to return to the community in which they were raised to be the next generation of leaders, teachers, professionals, and contributors. To this end, ICEF recognizes and values diversity within its schools’ communities. This includes diversity in ethnicity, language, culture, socio-economics and individual learning needs.

ICEF’s Board has identified major objectives they believe, when accomplished, will further strengthen and facilitate diversity at each ICEF campus and throughout the ICEF school community:
1. ICEF schools will continue to enhance its publicity for providing notices of its lotteries, particularly in areas where there are significant concentrations of students who qualify for free or reduced-price lunch and students who are Hispanic and/or English learners.

2. Once students have enrolled, ICEF will analyze demographic information from families so that the leadership of ICEF can note, in real-time, the success of its efforts to recruit linguistically, racially and socio-economically diverse applicants as well as applicants with more diverse learning needs.

3. Current ICEF families enrolled at our schools have been our most effective ambassadors to the communities we serve. ICEF will continue to further develop its parent volunteer programs so that parents can continue to provide natural leadership in supporting ICEF’s efforts, including its outreach efforts.

4. As additional resources become available to ICEF, we will use these resources to augment our efforts to recruit ICEF school communities that exemplify the diversity of our neighborhoods and service areas.

5. A staffing priority in our prior years of operation has been finding highly qualified faculty who can effectively teach and serve our school communities. As our ICEF community becomes more diverse, particularly linguistically diverse, ICEF will continue to seek individuals who can most effectively serve the needs of its students and families.

6. ICEF will continue to develop its outreach to further include the nurseries, Head Start/State Preschool programs, Crystal Stairs family programs, churches and libraries in its school communities. In addition, ICEF will increase its contacts with Regional Center, The Foundation for the Junior Blind and the LAUSD office of Special Education to further broaden and deepen diversity throughout its school communities.

7. ICEF will also continue to make documents available to families in both English and Spanish.

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

The District and View Park Preparatory Accelerated Charter High School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). View Park Preparatory Accelerated Charter High School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.
As required under NCLB, all NCLB-PSC students attending View Park Preparatory Accelerated Charter High School shall have the right to continue attending View Park Preparatory Accelerated Charter High School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to View Park Preparatory Accelerated Charter High School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

View Park Preparatory Accelerated Charter High School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. View Park Preparatory Accelerated Charter High School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at View Park Preparatory Accelerated Charter High School under the NCLB-PSC program increases in subsequent years, View Park Preparatory Accelerated Charter High School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

**Federal Compliance**

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

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable; and

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

View Park Preparatory Accelerated Charter High School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8
ADMISSION REQUIREMENTS

View Park Preparatory Accelerated Charter High School abides by all state and federal laws regarding admissions. View Park Preparatory Accelerated Charter High School shall 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. Admission to View Park Preparatory Accelerated Charter High School is available to all students residing in California. View Park Preparatory Accelerated Charter High School complies with all laws establishing minimum age for public school attendance.

Student Recruitment Period:
View Park Preparatory Accelerated Charter High School participates in the standard student recruitment period of all ICEF schools which begins in November.

<table>
<thead>
<tr>
<th>November</th>
<th>Recruitment Period Begins:</th>
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<tbody>
<tr>
<td></td>
<td>Distribute information flyers at nearby libraries, park and recreation facilities, churches, pre-schools, head-start programs and athletics leagues.</td>
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<tr>
<td></td>
<td>Place radio ads regarding the time and location of upcoming Information Meetings on English and Spanish language radio stations including but not limited to Radio La Nueva Piolin 101.9 and KJLH 102.3</td>
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<tr>
<td></td>
<td>Place Newspaper ads regarding the time and location of Information Meetings in English and Spanish language newspapers including but not limited to The Sentinel, La Opinion, The Wave and other local newspapers.</td>
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<tr>
<td></td>
<td>Open Enrollment begins in mid-November. This date is communicated via the school website in September.</td>
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| December       | It is communicated via the school website Each school will select a date and begin information meetings. These meetings can take place on Saturday or another day through the week. The PIM meetings are also used as an opportunity to get our current parents involved in our recruiting efforts. |
|----------------|Parents are informed about the school mission, vision, school culture and expectations. Parents will also be notified of their rights and responsibilities in attendance at the charter school. Further, parents are informed about the time, rules and location of the public lottery which is held either in December or January for rising 6th and 9th grade. For |
| the remaining grades is held in February if needed. All lotteries are held at View Park Prep Elementary School, with the exception of Vista which is held on that school site. Parents are given a lottery number on the day of the public lottery. |
|---|---|
| **January/February** | **Public Lottery:**
A lottery must happen if there are more prospective students then seats available. On the day of the lottery each parent is given a lottery number, one half they keep the other half is placed in the lottery bin. Lottery numbers are pulled by the number of seats that are available. Usually 5 to 10 alternate numbers are pulled in case someone decides not to enroll. The alternate numbers are placed on a waiting list in the order in which the number is called. The waiting list is kept at the school with the office manager and as seats become available the names (numbers) on the list are called in numerical order. |
| **February** | **Sending enrollment applications** – Once the family has been contacted regarding the seat, they are sent a letter along with a registration packet. Inside the registration packet is everything that the parent will need to complete the enrollment process. The parents are given a deadline as to when the paperwork must be completed and returned to the school. |

**Enrollment**

View Park Preparatory Accelerated Charter High School abides by all state and federal guidelines regarding admissions and enrollment procedures, and the No Child Left Behind Act (NCLB). If the need for a lottery arises, current students and siblings of current students are exempt from the lottery. Admission priority is given to the following students:

a.) Students who reside in the District as required by Education Code section 47605(d)(2)(B)
b.) Students who have culminated from View Park Preparatory Charter Accelerated Middle School
c.) Students who reside in the 54th Street Elementary School attendance area.

View Park Preparatory Accelerated Charter High School agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records. In order to ensure continuity of record keeping, the sponsoring district will provide Inner City Education Foundation, upon request, complete copies of the cumulative records of the students who attend View Park Preparatory Accelerated Charter High School. Upon leaving View Park Preparatory Accelerated Charter High School, student records will be processed accordingly and shared with the student’s new school district. View Park Preparatory Accelerated Charter High School adheres to all admissions regulations as mandated in the California Education Code.
After Enrollment

1. The parents whose children are admitted to attend View Park Preparatory Accelerated Charter High School are asked to review and to sign the parent/student responsibility contract.
   a. The parent/student responsibility contract details the expectations of the school, the parent, and the student. The school’s responsibilities include providing a safe, caring school environment and enforcing handbook policies fairly. Parents are expected to participate in the school’s decision making process and to provide home support and close monitoring of academics and behavior. Students are expected to produce high quality work that meets or exceed expectations, follow school rules, and show respect for the school, the community, themselves and others.
   b. Although the provisions of the parent responsibility contract are strongly encouraged, a parent’s inability to meet these expectations will not impact a student’s initial or continuing enrollment.

2. Parents are strongly encouraged to volunteer at least 4 hours per month.

Non-discriminatory Statement

View Park Preparatory Accelerated Charter High School shall not discriminate against any student on the basis of nationality, race or ethnicity, sexual orientation, religion, gender, gender identity, gender expression, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. View Park Preparatory Accelerated Charter High School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. View Park Preparatory Accelerated Charter High School shall not charge tuition.

If a pupil is expelled or leaves the charter school without graduating 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
Recruitment of Low-Achieving and Economically Disadvantaged Students

The View Park Preparatory Accelerated Charter High School makes every effort to recruit students of various racial, ethnic, and socioeconomic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. View Park Preparatory Accelerated Charter High School is publicized on an on-going basis. School brochures outlining the school mission, goals, and enrollment information are available. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted on a regularly scheduled basis along with community presentations and others methods as required to assure racial and ethnic balance.

Although View Park Preparatory Accelerated Charter High School is open to all students, the school seeks to provide a rigorous, college preparatory education to students from the South Los Angeles community. Many of the students the school recruits live within the South Los Angeles community and would otherwise attend Los Angeles Unified District schools including Crenshaw, Dorsey, Manual Arts, and Washington High Schools. These schools have been underperforming and in Program Improvement Status for many years. View Park Preparatory Accelerated Charter High School is located in an area where we hope to attract these low achieving and often economically disadvantaged students.

In order to recruit low achieving students and economically disadvantaged students from the community, View Park Preparatory Accelerated Charter High School completes various activities and outreach during the school year and summer including but not limited to:

- Attend local community events to share information about the school and program
- Hold information sessions about the school each semester and orientation prior to the school year
- Hold open house and registration days for local students and families
ELEMENT 9
FINANCIAL AUDIT

View Park Preparatory Accelerated Charter High School is a fiscally independent, direct funded charter school. A system of internal control will be instituted and maintained by the View Park Preparatory Accelerated Charter High School financial director with direct oversight and approval of ICEF Public School’s Board of Directors. An independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures is performed annually. This audit is conducted according to generally accepted accounting practices (GAAP) to verify the accuracy of the school’s financial statements, attendance, and enrollment accounting principles and review the school’s internal controls. Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor’s final report. The designated fiscal officer is the Chief Executive Officer of Inner City Education Foundation, assisted by ExED. View Park Preparatory Accelerated Charter High School will provide LAUSD with the final audit results not later than December 15 for the preceding fiscal year EC 41020(h). Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. View Park Preparatory Accelerated Charter High School utilizes attendance accounting procedures that satisfy requirements for LAUSD, LACOE and CDE. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year”:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

View Park Preparatory Accelerated Charter High School shall promptly respond to all reasonable inquiries from the District, including but not limited to inquiries regarding financial records, and shall consult with the District regarding any inquiries.

If LAUSD facilities are used during the term of this charter, the View Park Preparatory Accelerated Charter High School shall abide by all LAUSD policies relating to Maintenance and Operations.
**District Oversight Costs**
The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**
Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Administrative Services**
Administrative services are provided to View Park Preparatory Accelerated Charter High School by ICEF Corporate Office. The ICEF corporate office is responsible for all internal operations and systems that support and enable the effective implementation of the goal of maximum academic preparedness of each student. Administrative services provided to View Park Preparatory Accelerated Charter High School by the ICEF Corporate Office include:

- **Human Resources:** staff recruiting, credentialing, benefits, payroll, compensation plans, performance evaluation, retirement plan administration.
- **Facilities:** site acquisition, project management, maintenance, school safety, financing.
- **Technology:** technology planning, e-rate program management, purchasing, security, student information systems, training, end-user support, intranet development.
- **Finance and Accounting:** budget development, attendance accounting, audit, financial and federal compliance, banking relationships
- **Charter Development:** charter petition development, charter authorizer relationships and MOU negotiations, enrollment outreach support, website and collateral development
- **Legal:** contracts, risk management, law firm relationships, insurance.
- **Afterschool:** school site management, security, enrollment, site operations.
**Audit and Inspection of Records**

View Park Preparatory Accelerated Charter High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of 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.

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

The View Park Preparatory Accelerated Charter High School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10
SUSPENSIONS & EXPULSIONS

At View Park Preparatory Accelerated Charter High School the behavior program is positive and proactive. The entire staff at View Park Preparatory Accelerated Charter High School is expected to praise and reward appropriate behavior. The goal of View Park Preparatory Accelerated Charter High School is to teach students to have self-respect, respect for others, responsibility for his or her actions, and positive social interactions.

Every student is expected to meet minimum standards of conduct. When students disobey the law or do not obey school rules and regulations, they may be subject to discipline. In effecting discipline, teachers and administrators must recognize that students and their parent have certain legal safeguards.

At the beginning of each year, View Park Preparatory Accelerated Charter High School develops and approves a Parent and Student Handbook, with input from all stakeholders, that addresses acceptable standards of behavior and specific consequences for student conduct. Parents or guardians are notified at the beginning of each school year of school discipline rules, student rights and the responsibilities relating to student conduct.

View Park Preparatory Accelerated Charter High School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

View Park Preparatory Accelerated Charter High School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

View Park Preparatory Accelerated Charter High School shall be responsible for the appropriate interim placement of students during and pending the completion of View Park Preparatory Accelerated Charter High School’s student expulsion process.

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

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View Park Preparatory Accelerated Charter High School shall document the alternatives to suspension and expulsion. View Park Preparatory Accelerated Charter High School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from View Park Preparatory Accelerated Charter High School, View Park Preparatory Accelerated Charter High School shall forward student records upon request of the receiving school district in a timely fashion. The Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the View Park Preparatory Accelerated Charter High School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, View Park Preparatory Accelerated Charter High School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, View Park Preparatory Accelerated Charter High School must provide evidence that it convened a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability:
  B. Was the misconduct a direct result of the View Park Preparatory Accelerated Charter High School’s failure to implement 504 Plan?

**Discipline Goals**

View Park Preparatory Accelerated Charter High School believes that a student’s place is in the classroom. Consequently, removing a student from his/her learning environment must be the last option. View Park Preparatory Accelerated Charter High School staff utilizes several alternative discipline methods prior to suspension and expulsion. School staff will continue to work with students and families to proactively address discipline issues before they reach the point of suspension and/or expulsion.
**Suspension**

1. **Suspension from Class**

   A teacher who suspends a student from his or her class must immediately report the suspension to the director (or the director’s designee) and send the student to the office. The student may only be kept out of class for the balance of the day.

   During the period of suspension, a student may not be returned to the class from which he or she was suspended without the concurrence of the director and the teacher who imposed the suspension. A teacher may require the student to complete all tests and assignments the student missed during the period of suspension. The parent or guardian will be notified immediately of the out of class suspension.

2. **Suspension from School**

   The school director or school director’s designee may suspend a student from school for no more than five (5) consecutive school days.

   When suspension from school is imposed, the school director or school director’s designee will talk with the student regarding the reasons for suspension, and must give the student the opportunity to explain his or her actions. The school director must make a reasonable effort to inform the parent or guardian immediately of the suspension. The school must also notify the parent or guardian in writing of the suspension.

   A student may not be suspended for more than 20 school days within the school year. Suspensions from class will not count towards the 20 day limit.

   If a student is suspended and recommended for expulsion, the suspension may be extended until the Administrative Expulsion Panel has reached an initial decision to support or deny the recommendation for expulsion.

**Grounds for Suspension and Expulsion**

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at View Park Preparatory Accelerated Charter High School or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.
1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.

2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director/Administrator or designee’s concurrence.

3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5) Committed or attempted to commit robbery or extortion.

6) Caused or attempted to cause damage to school property or private property.

7) Stolen or attempted to steal school property or private property.

8) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

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

10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

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

12) Knowingly received stolen school property or private property.

13) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.

15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

17) Engaged in, or attempted to engage in hazing. 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.

18) 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 Education Code Section 32261, directed specifically toward a pupil or school personnel.

19) Made terrorist threats against school officials and/or school property as defined in Education Code Section 48900.7.

20) Committed sexual harassment as defined in Education Code Section 212.5.

21) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e).

22) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and/or reasonably expected effect of materially disrupting class work, creating substantial disorder, and/or invading student rights by creating an intimidating or hostile educational environment. This includes acts that may be generally described as bullying.

Although the offenses listed above are included as possible causes for suspension or expulsion, View Park Preparatory Accelerated Charter School will immediately suspend and recommend for expulsion any student who commits the following offenses while on campus or while attending a school sponsored event, including but not limited to athletic events, school plays, and school dances:
1. Possessing, selling, or furnishing a firearm. It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis), any student who is determined to have brought a firearm to school.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance.

4. Committing or attempting to commit a sexual assault or sexual battery.

5. Possession of an explosive.

**Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1) **Informal Conference:**

Suspension shall be preceded by an informal conference conducted by the school director or the school director’s designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the school director.

The conference may be omitted if the school director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

2) **Notice to Parents/Guardians:**

At the time of the suspension, View Park Preparatory Accelerated Charter High School’s director or office manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In
addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) **Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. When possible, suspended students will be given the opportunity to get classwork and homework before they leave campus. Suspended students will also be given the email address of their teachers so that they may complete coursework during their suspension. In the event that a suspension is extended pending an expulsion, work will be provided for the student and an alternative school placement may be considered on a case-by-case basis depending on factors which include the severity of the incident and potential to disrupt the learning environment.

All suspensions are decided by the school’s Director and can be appealed to the ICEF Chief Academic Officer by written request (hand-delivery or email acceptable) within 24 hours of the suspension decision.

**Authority to Expel**

A student may be expelled following a recommendation by the School Director of View Park Preparatory Accelerated Charter School. Following the School Director’s recommendation, a student will go before a three member Administrative Expulsion Panel (“AEP”) that has been appointed by the ICEF Board of Directors. The AEP will include at least one teacher or retired teacher or administrator from outside of Frederick Douglass Academy Charter Elementary School to ensure an unbiased process. The AEP may support the recommendation of expulsion of any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion."

**Expulsion Procedure**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Director determines that the student has committed one of the acts listed under "Grounds forSuspension and Expulsion."

The hearing will be presided over by the AEP. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Such notice shall be sent by the School Director or Office Manager. The notice shall include:
1) The date and place of the hearing;

2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;

3) A copy of View Park Preparatory Accelerated Charter High School disciplinary rules which relate to the alleged violation;

4) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status View Park Preparatory Accelerated Charter High School to any other district in which the student seeks enrollment;

5) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;

6) The right to inspect and obtain copies of all documents to be used at the hearing;

7) The opportunity to confront and question all witnesses who testify at the hearing;

8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;

9) A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the Chief Academic Officer. The mailing address shall be provided to the parent/guardians at the time of the notice of the Administrative Expulsion Panel hearing. Absent a request for additional time, the request for an appeal hearing by the Chief Academic Officer must be received by the Chief Academic Officer no more than 7 calendar days from the date of the Administrative Hearing. Families may request up to 30 calendar days to determine whether to file an appeal.

**Interim Placement**

Students engaged in the expulsion/appeal process are considered suspended pending completion of the process. Due to the hardship on the student’s family and potential academic strain placed on the student, families are encouraged to act quickly where practical so as to ensure the students miss the least amount of school possible given the circumstance. The interim placement of a student will depend on several factors including but not limited to the severity of the offense, and whether space exists at other schools. Students engaged in the expulsion/appeal process may be placed on a home study program, temporarily placed at another ICEF school, or may be allowed to receive work from the school at which they are currently enrolled.
Record of Hearing:

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence:

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel by the Administrative Expulsion Panel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the School Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay.

If, due to a written request by the pupil who has been recommended for expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness, alleged victim, or perpetrator may have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting, as determined by the School Director would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

Administrative Expulsion Panel

Following the presentation of facts and witness statements during the hearing, the AEP may reach one of several conclusions:

1) Reject the School Director’s recommendation of expulsion – Following a full rejection of the School Director’s recommendation, the student may return to View Park Preparatory Accelerated Charter High School

2) Reject the School Director’s recommendation of expulsion with conditions – The School Director’s recommendation is rejected and thus the student is not expelled. The student may return to school given the student and parent/guardian agree to the behavior plan established during the hearing. The behavior plan must be reasonable and related in nature to the expellable offense.

3) Reject the School Director’s recommendation of expulsion, institute ICEF Transfer – The School Director’s recommendation for expulsion is rejected so the student is not expelled. However, due to the expellable offense, the safety and/or
learning environment within the school will be jeopardized if the student returns to school. Thus the student, although not expelled, will be transferred to another ICEF school.

4) **Support the School Director’s recommendation of expulsion, student is expelled from** View Park Preparatory Accelerated Charter High School – The expellable offense warrants expulsion from View Park Preparatory Accelerated Charter High School. However the AEP determines that student is capable of attending another ICEF school.

5) **Support the School Director’s recommendation of expulsion, student is expelled from ICEF schools as a whole** – the expellable offense warrants expulsion from all ICEF schools.

In reaching their conclusion, the AEP will consider several factors including but not limited to:

- Campus safety
- Severity of incident
- Student’s history of discipline
- Potential disruption of learning environment
- Deterrence

All conclusions of the AEP are subject to appeal under the appeals procedure outlined below.

**Written Notice to Expel:**

The School Director, following the determination to expel from the Administrative Expulsion Panel, shall send written notice of the decision to expel to the student’s parent/guardian. This notice shall include the following:

1) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension and Expulsion" above

2) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with View Park Preparatory Accelerated Charter School.

3) A statement that parents may appeal the decision of the panel by mailing a written request by registered mail to the Chief Academic Officer. Absent a request for more time, the request for an appeal hearing by the Chief Academic Officer must be received no more than 7 calendar days from the date of the hearing before the Administrative Expulsion Panel. Families may request up to 30 calendar days to determine whether to file an appeal, however such practice is discouraged due to the strain and hardship on the student and school. The student will be considered suspended until a meeting is convened to hear the appeal (within ten working days of receipt of the appeal
request) at which time the student’s parent must attend to present their appeal. The appeal will be heard by a fair, impartial, disinterested panel of school administrators assigned by the Board of Directors. At the appeal the student/parent will be allowed to present evidence to the panel under the same guidelines as the original hearing. The decision of the appeal panel will be communicated in writing to the student and parent no more than three calendar days following the hearing of the appeal. The determination of the panel is final.

4) A statement explaining the expelled student’s rehabilitation plan and the date the student is eligible for reinstatement, as well as informing the parent of their responsibility to submit records/documents to prove the student’s compliance with the rehabilitation plan and request reinstatement. View Park Preparatory Accelerated Charter High School will facilitate possible educational placements following expulsion, but it is the student/family’s responsibility to enroll the student in a new school.

The School Director shall send written notice of the decision to expel to the LAUSD Charter School Division. This notice shall include the following:

1) The student’s name

2) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion" above.

The School Director/Principal shall only send written notice and/or student records to the student’s home school upon request.

The ICEF Board of Directors will be promptly be notified of all expulsion proceedings and outcomes.

**Outcome Data**

View Park Preparatory Accelerated Charter High School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from View Park Preparatory Accelerated Charter High School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a
date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission**
View Park Preparatory Accelerated Charter High School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**
View Park Preparatory Accelerated Charter High School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Special Education Students**
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:
A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**Gun Free Schools Act**
View Park Preparatory Accelerated Charter High School shall comply with the federal Gun Free Schools Act.

**Disciplinary Intake Panel**
View Park Preparatory Accelerated Charter High School is a public charter school that admits all who wish to attend. However, when a prospective student is currently under an expulsion order from another school or school district, school leadership must determine whether enrolling such a student will interrupt with the learning environment and/or safety of the school. Factors in this determination include but are not limited to the severity of the
student’s expellable conduct, and the anticipated effect on the safety of the campus. The Disciplinary Intake Panel will review the student’s file and determine whether the student will be admitted. The panel may contact the student’s previous school to determine suitability. The Discipline Intake Panel will meet within 3 working days of being alerted of an appropriate case. The Panel consists of the CAO, School Director, and a school teacher or additional administrator.
ELEMENT 11
EMPLOYEE RETIREMENT PLAN

Retirement Systems
The View Park Preparatory Accelerated Charter High School enrolls all eligible certificated staff in State Teachers Retirement System (“STRS”) and classified employees in the Public Employee Retirement System (“PERS”) in order for them to receive employee retirement benefits as set forth below as mandated by this Charter, the State of California and the Los Angeles County Office of Education (“LACOE”). The View Park Preparatory Accelerated Charter High School uses a retirement reporting system compatible with LACOE to report contributions in a timely matter. ExED has been contracted to handle payroll for ICEF schools. Therefore, ExED transmits ICEF payroll information to Hess and Associates, who in turn reports to LACOE.

Certificated Employees
All eligible employees of The View Park Preparatory Accelerated Charter High School participate in a defined benefit Plan (“STRS” or “Plan”), as established by the State of California and the LACOE. Certified employees not eligible for STRS are enrolled in Social Security. As part of the Plan, all salaried employees contribute the required percentage of their salary. The View Park Preparatory Accelerated Charter High School makes the required contribution. All withholdings from employees and from The View Park Preparatory Accelerated Charter High School are sent to the Defined Benefit Plan (STRS) as required. Employees will accumulate service credit years in the Defined Benefit Plan as determined by the terms of Defined Benefit Plan and the Inner City Education Foundation (“ICEF”) Board of Trustees. The vesting period and other relevant Plan terms are defined as set forth in the Plan.

Any employee who separates from the school, whether voluntarily or involuntarily, prior to the end of the vesting period as defined by the Plan, receives all deferred by them from their paycheck. The monies contributed by The View Park Preparatory Accelerated Charter High School (8.25%)* remain in the Plan.

Classified Employees
In addition to PERS, classified employees will be eligible to participate in the 403b plan offered by ICEF. In addition, classified employees will participate in Federal Social Security. View Park Preparatory Accelerated Charter High School will make the required contribution.

Social Security
All employees who must contribute to Social Security according to Federal and State laws and do not contribute to either STRS or PERS because they are ineligible to participate in the Plans, will continue to contribute to Social Security (and not to either Plan) in the same manner with employee and View Park Preparatory Accelerated Charter High School making the required contribution.
ELEMENT 12

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

View Park Preparatory Accelerated Charter High School is a school of choice. No student is required to attend, and no employee is required to work at View Park Preparatory Accelerated Charter High School.

Pupils who choose not to attend View Park Preparatory Accelerated Charter High School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

The parent(s) or guardian(s) of each pupil enrolled in View Park Preparatory Accelerated Charter High School are informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in View Park Preparatory Accelerated Charter High School, except to the extent that such a right is extended by the District.
ELEMENT 13

SCHOOL DISTRICT EMPLOYEE RETURN RIGHTS

Job applicants for positions at View Park Preparatory Accelerated Charter High School are considered through an open process, and if hired, enter into a contractual agreement with View Park Preparatory Accelerated Charter High School.

Any district union employee who is offered employment and chooses to work at View Park Preparatory Accelerated Charter High School is not covered by his or her respective collective bargaining unit agreement during the period of leave from the sponsoring district.

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14

MANDATORY DISPUTE RESOLUTION

Disputes between View Park Preparatory Accelerated Charter High School and LAUSD

The staff and governing board members of View Park Preparatory Accelerated Charter High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and View Park Preparatory Accelerated Charter High School except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and View Park Preparatory Accelerated Charter High School shall be resolved in accordance with the procedures set forth below:

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

   To Charter School:  
   CEO  
   ICEF Public Schools  
   5120 W. Goldleaf Circle, Suite 350  
   Los Angeles, CA 90056

   To Director of Charter Schools:  
   Charter Schools Division  
   Los Angeles Unified School District  
   333 South Beaudry Avenue, 20th Floor  
   Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

If available, LAUSD services View Park Preparatory Accelerated Charter High School may request on a fee-for-service basis are:

- Non-stock requisition processing.
- District purchasing contracts.
- Environmental health/safety consultation.
- Student information system.
ELEMENT 15

EDUCATIONAL EMPLOYMENT RELATIONS ACT

ICEF Public Schools is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

View Park Preparatory Accelerated Charter High School acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 16

PROCEDURES FOR SCHOOL CLOSURE

Revocation
The District may revoke the Charter if View Park Preparatory Accelerated Charter High School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the View Park Preparatory Accelerated Charter High School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- View Park Preparatory Accelerated Charter High School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- View Park Preparatory Accelerated Charter High School failed to meet or pursue any of the pupil outcomes identified in the charter.
- View Park Preparatory Accelerated Charter High School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- View Park Preparatory Accelerated Charter High School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the View Park Preparatory Accelerated Charter High School in writing of the specific violation, and give the View Park Preparatory Accelerated Charter High School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action
The decision to close View Park Preparatory Accelerated Charter High School either by the View Park Preparatory Accelerated Charter High School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and
Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the View Park Preparatory Accelerated Charter High School will be issued by View Park Preparatory Accelerated Charter High School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the View Park Preparatory Accelerated Charter High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the View Park Preparatory Accelerated Charter High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the View Park Preparatory Accelerated Charter High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

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

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

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

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

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

**School and Student Records Retention and Transfer**

View Park Preparatory Accelerated Charter High School shall observe the following in the transfer and maintenance of school and student records:
1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

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

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

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

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

View Park Preparatory Accelerated Charter High School shall ensure completion of an independent final audit within six months after the closure of the school that includes:
1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by View Park Preparatory Accelerated Charter High 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 View Park Preparatory Accelerated Charter High School will be the responsibility of View Park Preparatory Accelerated Charter High School and not LAUSD. View Park Preparatory Accelerated Charter High School understands and acknowledges that View Park Preparatory Accelerated Charter High School will cover the outstanding debts or liabilities of View Park Preparatory Accelerated Charter High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. View Park Preparatory Accelerated Charter High School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the View Park Preparatory Accelerated Charter High School participates, and other categorical funds will be returned to the source of funds.

View Park Preparatory Accelerated Charter High School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.
Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the View Park Preparatory Accelerated Charter High School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The View Park Preparatory Accelerated Charter High School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

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

Facilities

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

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

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

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

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

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

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  1. **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  2. **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
FINANCIAL STATEMENTS

**Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g)

**District Impact Statement**

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

**Facilities to be Utilized**

View Park Preparatory Accelerated Charter High School is located at a site within the boundaries of LAUSD at 3200 W. Adams Blvd. Los Angeles, CA 90018.

**Administrative Services**

View Park Preparatory Accelerated Charter High School anticipates providing all of its own administrative services, but reserves the right to contract out to third parties for these services as necessary.

**Potential Civil Liability Effects**

The Charter School is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.
Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.