

Grossmont Secondary School Charter Documents

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Charter Petition

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Charter Petition

Grossmont Secondary School

CHARTER PETITION

Submitted to the Grossmont Union High School District Board of Education
September 22, 2016

Charter Term: July 1, 2017 – June 30, 2022

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Affirmations and Declaration

I, Wade Aschbrenner, hereby certify that the information submitted in this petition for the establishment of a California public charter school to be named Grossmont Secondary School (“GSS” or the “Charter School”), authorized by the Grossmont Union High School District (“GUHSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

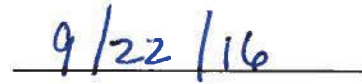
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Audeo Charter School declares that it shall be deemed the exclusive public school employer of the employees of Grossmont Secondary School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Wade Aschbrenner
Lead Petitioner
Grossmont Secondary School



Date

Introduction

FOUNDING TEAM

Audeo Charter School is a nonprofit public benefit corporation that shall operate Grossmont Secondary School, a new charter school to be authorized by the governing board of the Grossmont Union High School District.

Founding Team and Consultant Expertise Area Table

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/Assoc. Governance	Human Resources
Mary Bixby	X	X	X	X		X	X	X	X	X	X	X
Dr. Jane Gawronski	X	X	X	X		X			X		X	
Rear Admiral Len R. Hering				X		X		X			X	X
Lynne Alipio			X			X	X	X	X	X	X	X
Tim Tuter	X	X	X	X		X						X
Arline McGowan	X	X	X	X	X							
Rachel Thomas	X	X	X	X	X							
Stephanie Starr	X	X	X	X	X							
Wade Aschbrenner	X	X	X	X		X				X		
Gail Levine	X	X	X	X	X	X			X	X		
Jackie Robertson						X				X		
David Quezada	X	X	X	X	X						X	
Jay Garrity		X	X	X	X							
Young, Minney & Corr, LLP					X	X	X	X	X	X	X	X

Development Team: Grossmont Secondary School is founded by an extremely experienced group (over 195 years of combined directly pertinent experience) of charter school educators and administrators that have had great success using the independent study method to improve this type of targeted student population's achievement. The team has extensive experience in instruction, curriculum development, assessment, school finance and business management, facilities, school administration and governance matters, and experience working with our targeted student population.

The core team members are:

- Mary Bixby: Has 34 years of experience in **charter school development, school administration, finance and governance**. She has led public school programs working specifically with this type of **targeted student population** for the last 21 years. She has been a leader of the charter school movement in California. In 1995, she was the recipient of the first Senator Gary Hart Vision Award presented for contributions to the Charter School Movement. She is the President and CEO of the Altus Network of Charter Schools.
- Dr. Jane D. Gawronski: Is the founding board member of Audeo Charter School with 15 years of charter school **governance** experience and 34 years of **public education** experience in **curriculum, instructional methodology, school administration and school facilities**. Dr. Gawronski was the **1997 California Superintendent of the Year**. She has taught mathematics in grades seven through college level, has been a **curriculum specialist**, coordinator, director, assistant superintendent, and superintendent. As Superintendent, Dr. Gawronski oversaw a district with many educational options for students, decreased the dropout rate, and passed a general bond election with a 71% approval rate, and oversaw the construction of several **facilities**.
- Rear Admiral Len Hering: Retired Rear Admiral for United States Navy who **managed a \$1.4 billion budget annually** and transformed the organization to a six year strategically focused, risk based, metric driven business. A data-focused, knowledge management conscientious **business leader** who has motivated and required a complex multi-disciplined service-based organization. Joined Altus-The Charter School of San Diego board in 2011, and brings 4 years of **charter school governance** experience.
- Lynne Alipio: Has 32 years of experience in **governance, public school finance, charter school development, business development and business management**, in both public school districts and charter schools. She is currently the Chief Business Officer and the Chief Financial Officer of the Altus Network of Charter Schools.
- Tim Tuter: Is the Executive Director of the Altus Network of Charter Schools. In this role, he has 13 years of experience in charter school **instructional methodology, teaching, finance and facilities**, and charter school **administration and governance**.
- Arline McGowan: Serves as the Data and Assessment Coordinator for Altus Network of Charter Schools. She has 13 years of experience in managing student records and **data** as it relates to **enrollment, targeted student populations, assessment and student outcomes**.

- Rachel Thomas: As the Altus Network of Charter Schools' Curriculum and Professional Development Coordinator, she has 9 years of experience in **curriculum development** and providing **professional development** opportunities for staff.
- Stephanie Starr: As the Special Instructional Services Coordinator, she leads Altus Schools' special education department and has 11 years of experience in **school administration** and working **with targeted student populations**.
- Wade Aschbrenner: Currently the External Relations Coordinator for Altus Network of Charter Schools. He has served as a teacher, **administrator**, and **board member** of Altus Network of Charter Schools. Over 20 years in the field of education, Wade earned a Master of Educational Administration & Leadership in Charter Schools from Central Michigan University.
- Gail Levine: As the Home School Coordinator, she brings 27 years of experience in education, **curriculum**, **school administration for home school program**, **special education**, **legal**, **school finance**, and **business development** the last 11 of which were as a director of a charter school homeschool program.
- Jackie Robertson: As the Altus Network of Charter Schools' Communications Specialist, she brings 12 years of experience in **administration** and **growing student enrollment**.
- Jay Garrity: Currently the School Coordinator at Audeo Charter School. He has served as a teacher, counselor and administrator in independent study programs since 2008. He currently holds an Administrative Services Credential and Single Subject Social Science Teaching Credential. Jay earned Master of Education in Educational Technology from San Diego State University.
- David Quezada: He has served as a teacher and board member in independent study programs since 1995.

OVERVIEW OF GROSSMONT SECONDARY SCHOOL

Grossmont Secondary School (GSS) is modeled after the very successful the Charter School of San Diego (CSSD), authorized by San Diego Unified School District since 1994. Over the course of the last 22 years, CSSD has successfully transformed the lives of thousands of students, lowered the dropout rate, and provided a high quality educational option to students and their families throughout San Diego County.

Since 2009-2010, CSSD has been approved by the California Department of Education (CDE) to participate in the Alternative School Accountability Model (ASAM). Schools are eligible to participate in ASAM if at least 70% of student enrollment is comprised of high risk groups. High risk groups include the following:

- Expelled students
- Students suspended more than 10 days in one school year
- Wards of the Court or dependents of the Court
- Pregnant and/or parenting students

- Recovered drop-outs
- Habitual truants
- Habitually insubordinate or disorderly students
- Students retained more than once during grades K-8

GSS shall serve a unique student population. Students will choose to enroll at GSS because they have not been successful in the traditional school system or are looking for a personalized educational environment. Student demographic trends, gathered through our experience in operating CSSD indicate that about 60 percent of students in middle and high school are credit deficient upon enrollment, about 55 percent are socio-economically disadvantaged, and 64 percent represent a minority student population. Additionally, approximately 14 percent have been identified as Special Education students.

GSS shall be an independent study school serving grades 7 through 12. Each GSS student shall enjoy the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. GSS teachers shall be committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

The focus of GSS is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to an often times high-risk student population. GSS students will be offered access to specially trained teachers who are held directly accountable for their students' progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

The GSS founding team is approaching GUHSD to authorize this new charter school due to the growing demand from GUHSD families currently attending a CSSD resource center. As indicated in the chart below since the 2009-2010 school year, a significant number of GUHSD students have attended each and every year.

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Students Served from GUHSD	397	471	464	476	633	599	578

ACCOMPLISHMENTS OF THE CHARTER SCHOOL OF SAN DIEGO

The San Diego Unified School District approved the initial charter for The Charter School of San Diego on July 1, 1993 for a five-year term. Subsequently, the SDUSD Board of Education has approved the renewal of the CSSD Charter School for four additional five-year terms, the latest from July 1, 2013 through June 30, 2018.

CSSD Charter School has been fully accredited by the Western Association of Schools and Colleges (WASC). Its last accreditation was granted in 2011. CSSD received a full six-year term of

accreditation through June 30, 2017. CSSD has an established University of California (UC) a-g course list and a National Collegiate Athletic Association (NCAA) course list.

In November of 2015 CSSD was a recipient of the Malcolm Baldrige National Quality Award, the nation's highest Presidential honor for performance excellence through innovation, improvement and visionary leadership. This is the first time that the award has been presented to a school – most importantly, a *charter* school – in its 28-year history.

Prior awards for CSSD include being recognized by the California Council for Excellence (CCE) as a recipient in 2005 and in 2007 of the California Award for Performance Excellence (CAPE) Eureka Award. The award program, which emulates the Malcolm Baldrige National Quality Program, recognizes organizations that demonstrate superior performance in seven key business areas including leadership, strategic planning, customer and market focus, measurement and knowledge management, human resources, process management, and results. The rigorous Baldrige criteria are recognized internationally as the hallmark for performance excellence and are used to select award winners to serve as role models for all California organizations.

Following is a list of additional accomplishments of CSSD Charter School:

- In 2013, CSSD was one of the most successful schools qualifying under the Alternative Schools Accountability Model (ASAM) in the state of California. Out of the approximately 846 ASAM schools in the state, CSSD had the 23rd highest API score (top 5%).
- CSSD increased its overall API score by a combined total of 38 points in the last three years of API published results, including for each significant subgroup published by the state [See [Figure 1](#)].
- Despite having students enter CSSD on average 2 grade levels behind in reading and 3 grade levels behind in math, an overall increased number of CSSD students over the past four years have been meeting their NWEA growth targets [See [Figures 2-3](#)].
- In the last five years, over 3,000 CSSD students (majority not on track to graduate) have completed their high school requirements by receiving a diploma (2484), passing the GED (444) or passing the CHSPE (94) [See [Figure 4](#)].
- From 2011-2015 CSSD decreased its overall dropout rate from 4.6% to 2.4%. This is an outstanding achievement given that the majority of CSSD students enroll behind in credits, not on track to graduate within 4 years, 2 grade levels behind in English, and 3 grade levels behind in math. This includes low dropout rates for subgroups in 2014-2015 such as; Hispanic (2.4%), African American (2.8%), and White (2.4%) [See [Figure 5](#)].
- From 2010-2014, despite CSSD students entering on average 2 grade levels behind in reading and 3 grade levels behind in math, on average 80% of CSSD 10th graders have passed both the ELA and Math portions of the California High School Exit Exam [See [Figures 6-7](#)].
- CSSD continues to provide a safe and supportive learning environment for all the students it serves. CSSD's educational setting allows students to focus on academics and learn positive behaviors. CSSD's suspension and expulsion rates remain very low [See [Figure 10](#)].
- CSSD annually surveys its parents and students as one of many ways to gather feedback on their experience at CSSD. Overwhelmingly, CSSD students and parents continue to indicate their satisfaction with CSSD [See [Figures 11-24](#)].

- For the last four years, CSSD students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 30% increase in confidence from when students first start at CSSD [See Figures 25-31].
- In July, 2011, CSSD received a 6-year “Clear” Western Association of Schools and Colleges (WASC) term. This is the highest term granted by WASC. In the accreditation determination letter, WASC noted, “Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school.” “Please accept our congratulations on the quality of instruction being offered in your school.”
- The University of California (UC) has approved a very comprehensive list of courses for CSSD.
- The National Collegiate Athletic Association (NCAA) has approved a very comprehensive list of courses for CSSD.
- CSSD was given the CALPADS Data Management Recognition Award in 2013-2014 for quality of data management.
- In June 2014, CSSD’s Technology Plan was approved by the California Department of Education.
- In Spring 2015, CSSD’s Work Experience program was approved by the California Department of Education.
- CSSD’s Local Control Accountability Plan (LCAP) was developed and unanimously approved by its Board of Directors.
- CSSD has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2014 CSSD was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for ASAM schools.

CSSD’s greatest achievements are those of its students. As detailed in the sections below, CSSD has shown increases in pupil academic achievement through the most recent API calculation and a variety of “alternative measures.”

CSSD Academic Achievement Data

API Results

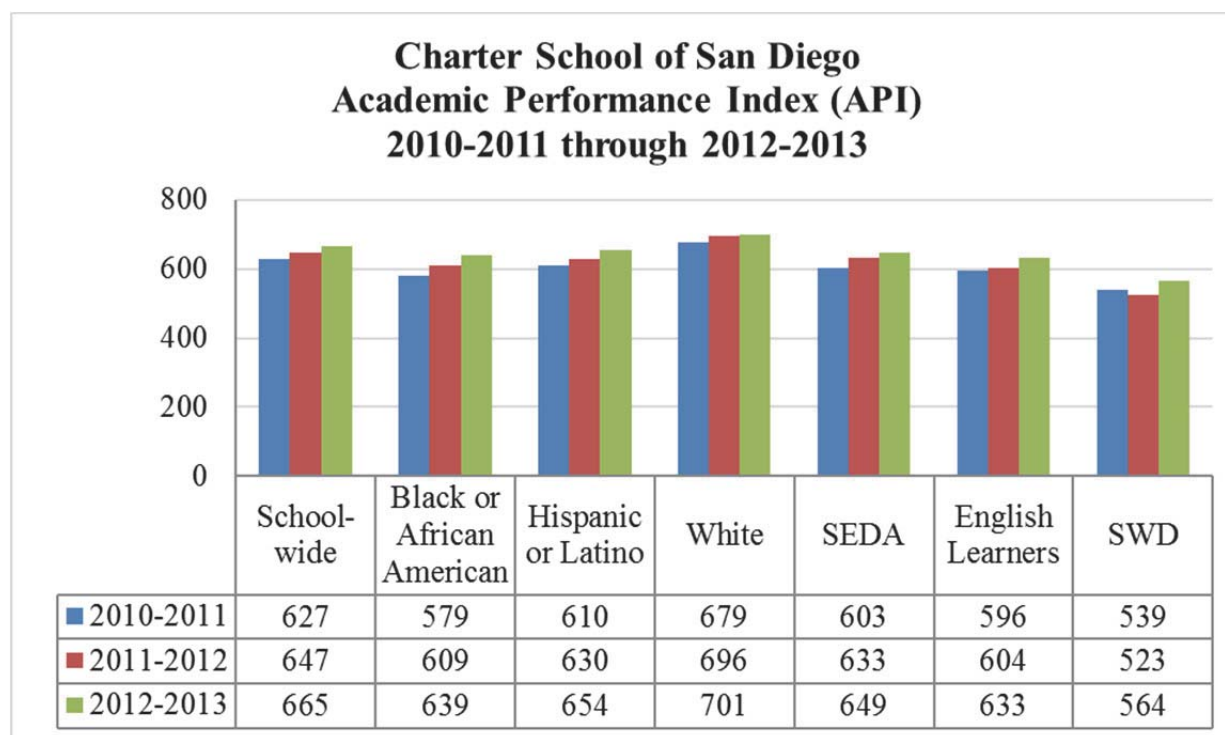


Figure 1. CSSD Academic Performance Index (API) 2010-2011 through 2012-2013

CSSD's API saw tremendous growth the last three years a measure was issued. CSSD's 2013 Growth API was a 665. Its schoolwide growth increased by 38 points from 2011-2012 to 2012-2013. Additionally, CSSD has successfully increased its API Growth for several of its significant subgroups:

- CSSD's 2013 Growth API for the Black or African American student group was 639, an increase of 30 points from 2012.
- CSSD's 2013 Growth API for the Hispanic student group was 654, an increase of 24 points from 2012.
- CSSD's 2013 Growth API for its White student group was 701, an increase of 5 points from 2012.
- CSSD's 2013 Growth API for its Socioeconomically Disadvantaged student group was 649, an increase of 16 points from 2012.
- CSSD's 2013 Growth API for its English Learner student group was 633, an increase of 29 points from 2012.
- CSSD's 2013 Growth API for its Students with Disabilities student group was 564, an increase of 41 points from 2012.

NWEA Results

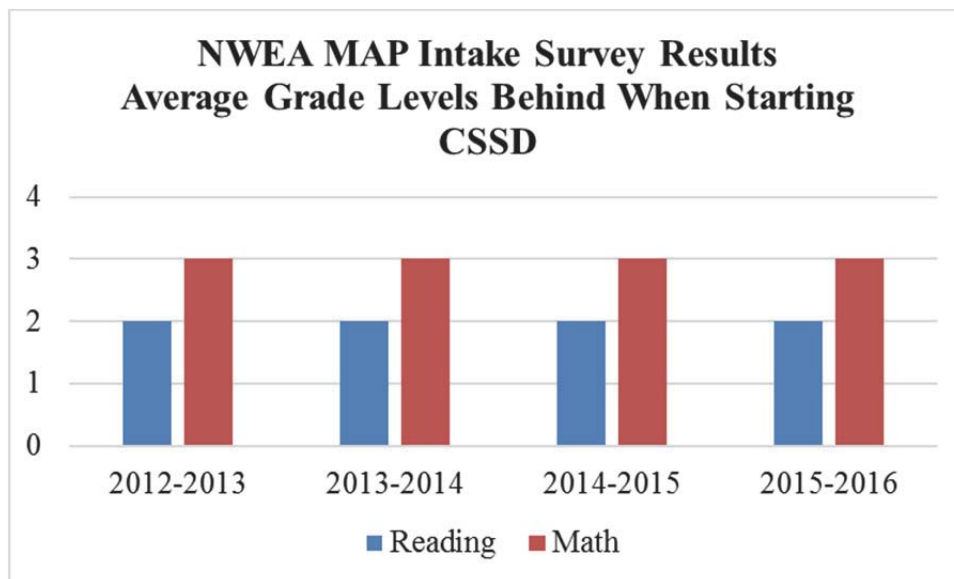


Figure 2. NWEA MAP Intake Summary Results - Average Grade Levels Behind When Starting CSSD

In addition to required state assessments, CSSD utilizes the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) as an internal tool to assess student's grade level growth in Reading and Math. When students first enroll at CSSD, they take the MAP Intake Survey. Over the last four years, students entering CSSD on average were 2 grade levels behind in Reading and 3 grade levels behind in Math.

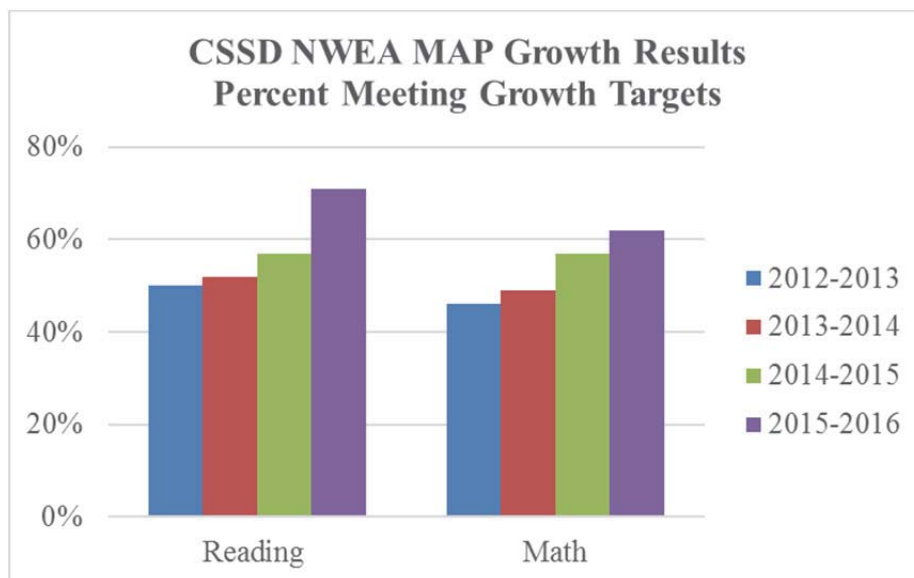


Figure 3. CSSD NWEA MAP Growth Results - Percent of Students Meeting Growth Targets

Each year CSSD administers the MAP Pre- and Post- Assessments in the Fall and Spring to measure students' growth throughout the academic year. Despite the grade level deficiencies of incoming students in Reading and Math, CSSD continues to see increasing gains in the percentage of students

meeting their growth targets from Fall to Spring over the last four years. These growth targets guide remediation efforts for the students in reaching their age and grade appropriate academic levels.

Completers

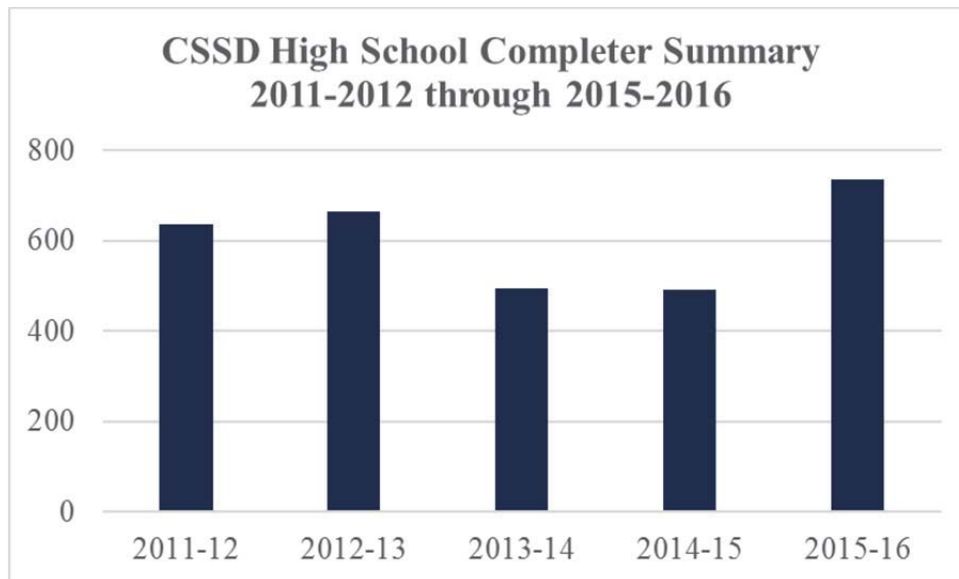


Figure 4. CSSD High School Completer Summary

Many students come to CSSD one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over the past five years, CSSD has graduated over 3000 students.

Dropout Rate

Dropout Rate 2010-2011 through 2014-2015					
Grade 9-12 Dropout Rate					
	10-11	11-12	12-13	13-14	14-15
CSSD	4.6%	5.9%	3.3%	2.4%	2.4%
County	3.4%	3.5%	3.5%	2.7%	2.2%
State	4.2%	4.0%	3.9%	3.1%	2.8%
Grade 9-12 Dropout Rate (Hispanic)					
	10-11	11-12	12-13	13-14	14-15
CSSD	4.4%	6.0%	3.5%	2.4%	2.4%
County	4.4%	4.5%	4.6%	3.6%	3.0%
State	5.1%	4.8%	4.8%	3.8%	3.4%
Grade 9-12 Dropout Rate (African American)					
	10-11	11-12	12-13	13-14	14-15
CSSD	5.5%	5.9%	4.2%	1.8%	2.8%
County	5.6%	5.5%	6.3%	4.5%	3.6%
State	7.6%	7.5%	7.3%	5.8%	5.1%
Grade 9-12 Dropout Rate (White)					
	10-11	11-12	12-13	13-14	14-15
CSSD	4.2%	5.9%	3.2%	1.9%	2.4%
County	2.0%	2.1%	1.9%	1.7%	1.2%
State	2.5%	2.5%	2.4%	1.9%	1.6%

Figure 5. Grade 9-12 Dropout Rates 2010-2011 through 2014-2015

As depicted in Figure 2, many students enter CSSD two grade levels behind in Reading and three grade levels behind in Math. In addition, on average 70% of CSSD students are 16 years or older. Many incoming students are also credit deficient. On average, 65% of students are entering CSSD one or more semesters behind in credits.

CSSD's overall schoolwide dropout rate has trended downwards over the past four years. The most recent schoolwide dropout rate compares favorably to the San Diego County dropout rate and the state dropout rate, which is significant considering the population we serve. CSSD's dropout rates for significant ethnic groups have also trended downwards over the past four years.

CAHSEE Results

CAHSEE English Language Arts and Mathematics results and comparisons are given below for the last 5 years and are segmented by significant student populations. As stated above in **Figure 2**, students are entering CSSD on average two grade levels behind in Reading and three grade levels behind in Mathematics. On average, CSSD students are enrolled 14 months – therefore, a 10th grader who is testing one year, may not have been enrolled at CSSD the previous year. Given these unique circumstances, CSSD’s CAHSEE ELA and Math passing rates may fluctuate from year to year, both overall and in significant student subgroup populations. However, CSSD’s capacity to support these challenged demographics with such a high pass rate demonstrates the strength of our program.

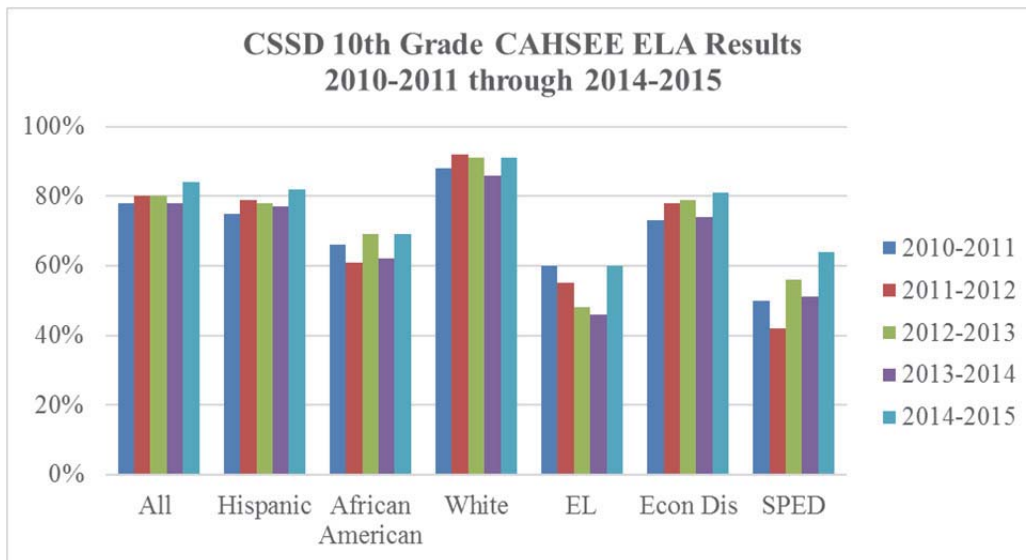


Figure 6. CSSD 10th Grade CAHSEE Results English Language Arts

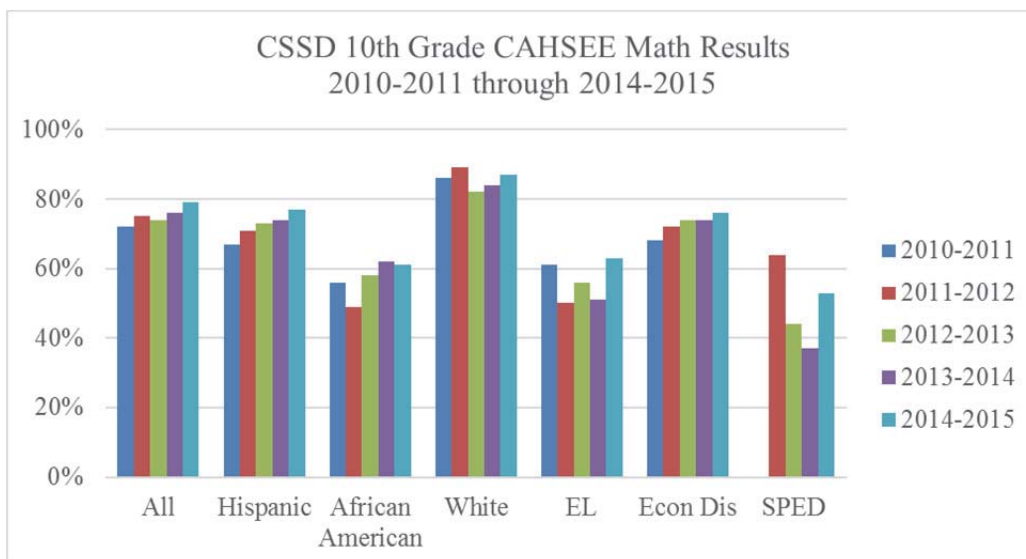


Figure 7. CSSD 10th Grade CAHSEE Results Mathematics

CAASPP Baseline Results

CSSD has implemented several instructional strategies to help its students achieve the California Common Core State Standards in English Language Arts and Literacy and Mathematics. CSSD students participated in the 2014-2015 and 2015-2016 California Assessment of Student Performance and Progress (CAASPP). Due to CSSD's open enrollment throughout the year, some students enrolled just prior to the CAASPP administration window.

Utilizing the 2014-2015 and 2015-2016 CAASPP baseline results, CSSD has created instructional strategies and curriculum supports for the 2015-2016 school year in order for students to demonstrate college and career readiness.

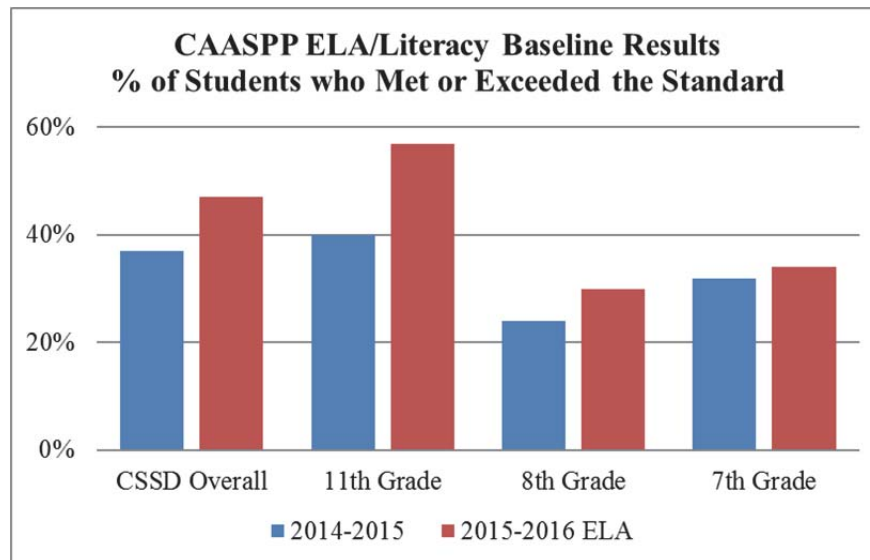


Figure 8. CAASPP ELA/Literacy Baseline Results
Percent of Students Who Met or Exceeded the Standard (Overall and By Grade Level)

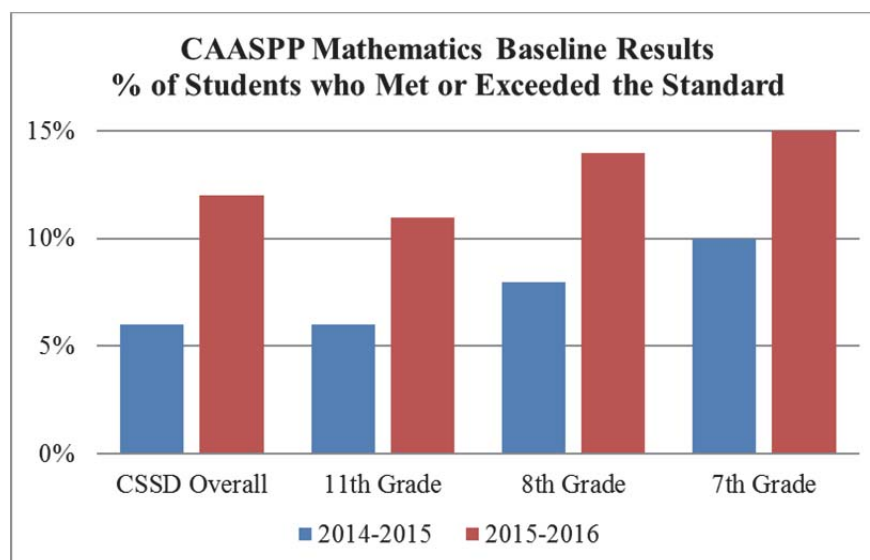


Figure 9. CAASPP Mathematics Baseline Results
Percent of Students Who Met or Exceeded the Standard (Overall and By Grade Level)

Suspension and Expulsion Rates

As an independent study school, CSSD provides an alternative educational setting for students who are not successful in a traditional environment. CSSD's educational setting allows students to focus on academics and deters students from distractions that may occur in a larger environment. Over the last four years, CSSD had zero to low suspensions and zero expulsions.

Suspension Rate				
	2011-2012	2012-2013	2013-2014	2014-2015
CSSD	0.0%	0.1%	0.0%	0.0%
Expulsion Rate				
	2011-2012	2012-2013	2013-2014	2014-2015
CSSD	0.0%	0.0%	0.0%	0.0%

Figure 10. CSSD Suspension and Expulsion Rates 2011-2012 through 2014-2015

LCAP Parent Survey Results

Part of CSSD's Local Control Accountability Plan (LCAP) is to survey its parents to ensure that the school is meeting parents needs and requirements. Over the last four years, parents have been overwhelmingly satisfied with the services that CSSD provides.

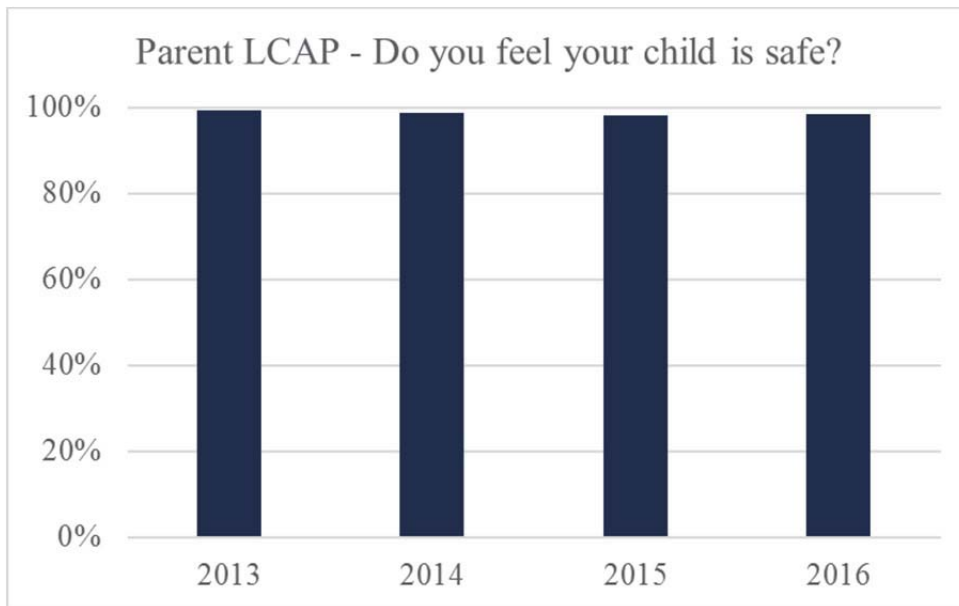


Figure 11. Parent LCAP Survey: Do You Feel Your Child Is Safe?

Over the last four years, over 98% of parents feel that their child is safe at CSSD.

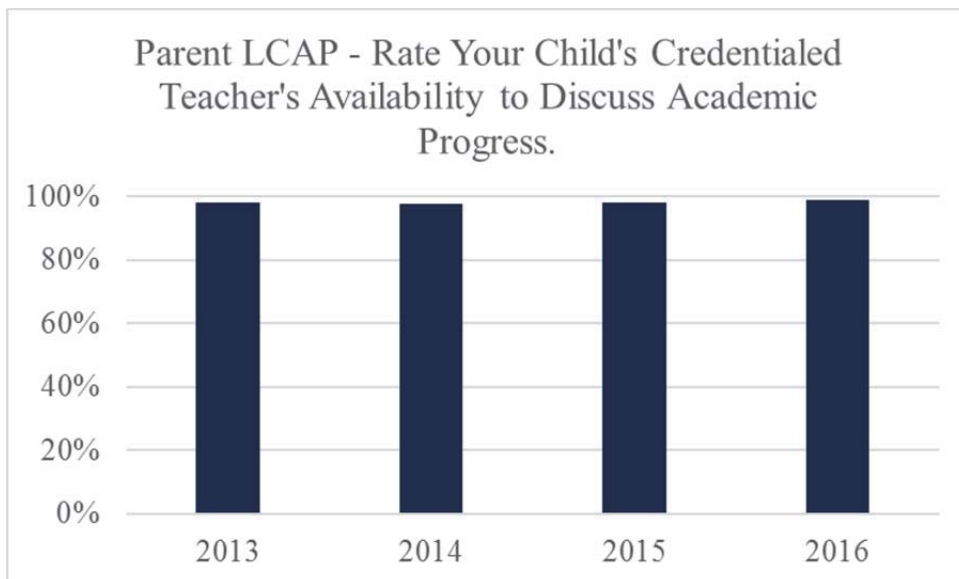


Figure 12. Parent LCAP Survey: Rate Your Child's Credentialed Teacher's Availability to Discuss Academic Progress.

Over 98% of parents feel that their child's teacher at CSSD is regularly or always available to discuss their child's academic progress.

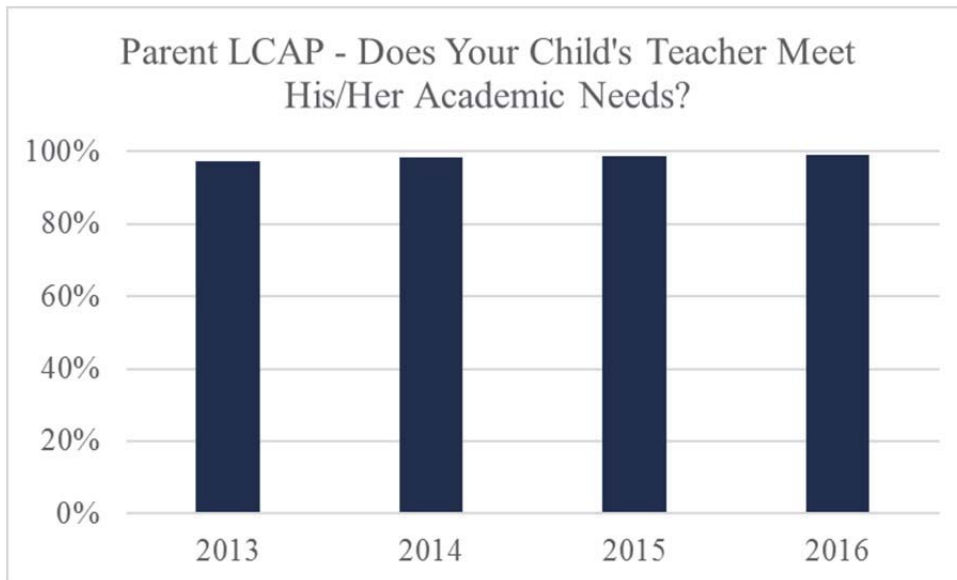


Figure 13. Parent LCAP Survey: Does Your Child's Teacher Meet His/Her Academic Needs?

Over the last four years, 98% of parents feel that their child's teacher at CSSD meets their student's academic needs.

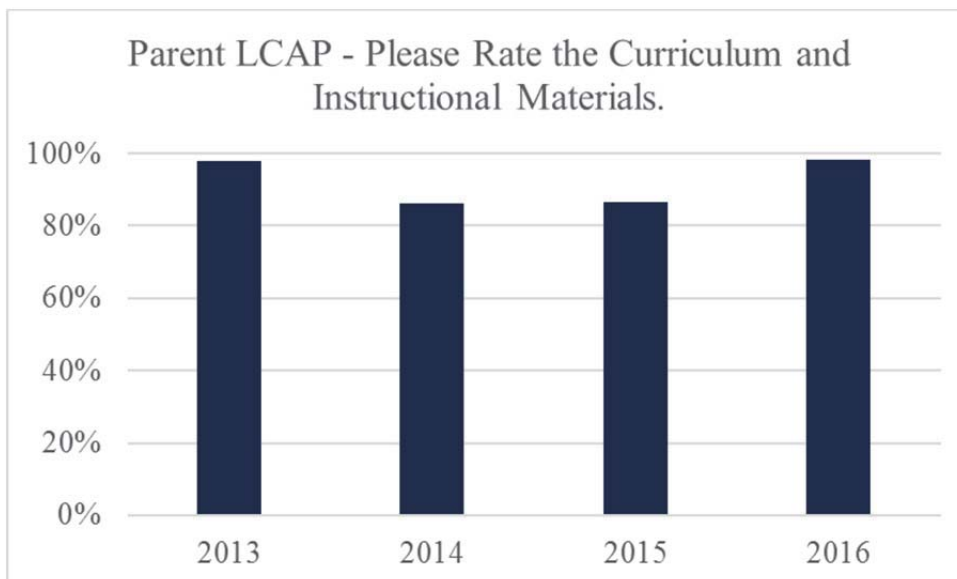


Figure 14. Parent LCAP Survey: Please Rate the Curriculum and Instructional Materials.

Over the last four years, on average, 92% of parents have rated CSSD's instructional materials as good to excellent.

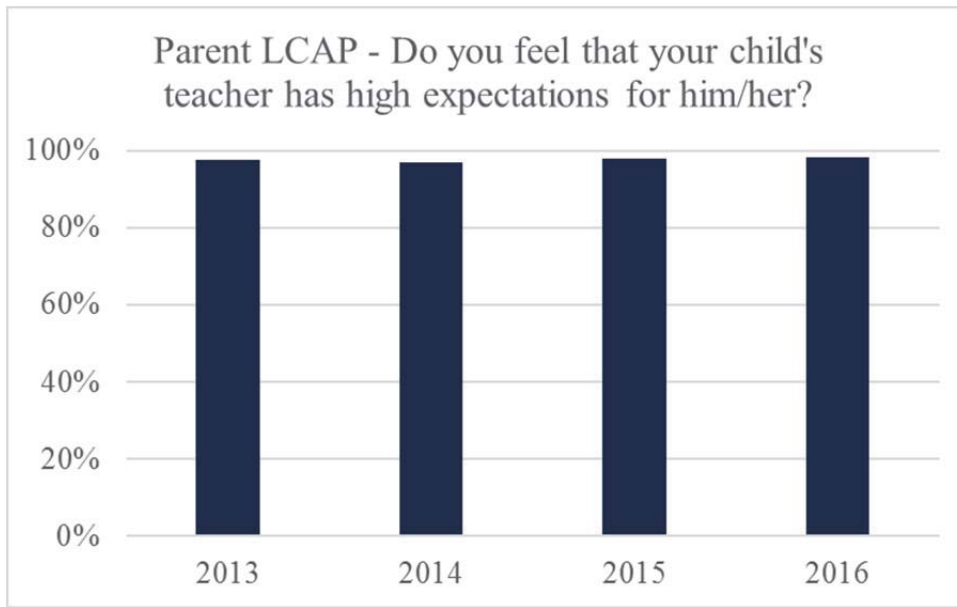


Figure 15. Parent LCAP Survey: Do You Feel that Your Child's Teacher Has High Expectations for Him/Her?

Over 97% of parents feel that their child's teacher at CSSD has high expectations for their student.



Figure 16. Parent LCAP Survey: Rate Your Overall Satisfaction on Your Experience.

Over the last four years, on average 95% of parents are satisfied or extremely satisfied with their overall experience at CSSD.

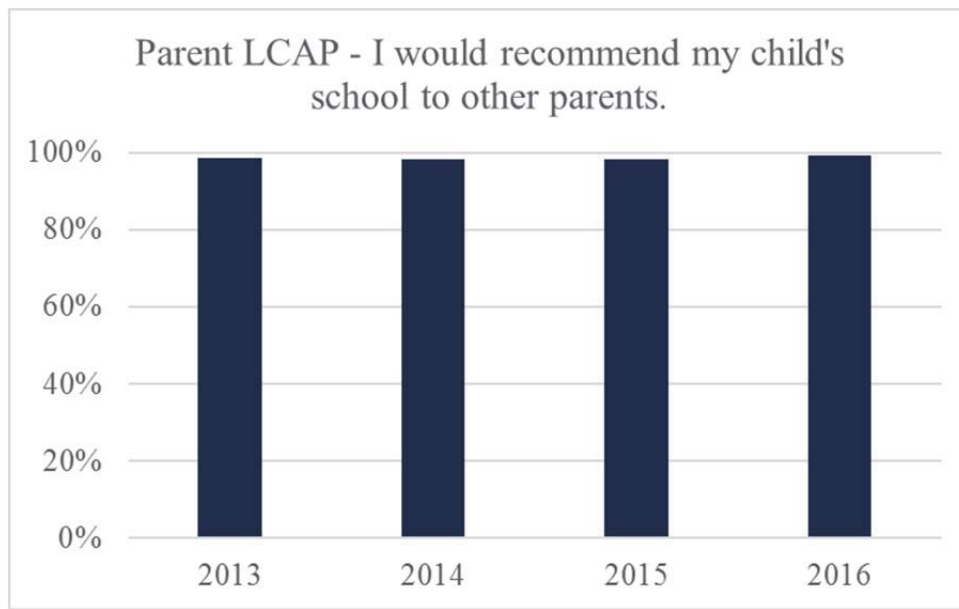


Figure 17. Parent LCAP Survey: I Would Recommend My Child's School to Other Parents.

Over the last four years, on average 98% of parents would recommend CSSD to other parents.

LCAP Student Survey Results

Part of CSSD's Local Control Accountability Plan (LCAP) is to survey its students to ensure that the school is meeting their needs and requirements. Over the last four years, students have been overwhelmingly satisfied with the services that CSSD provides.

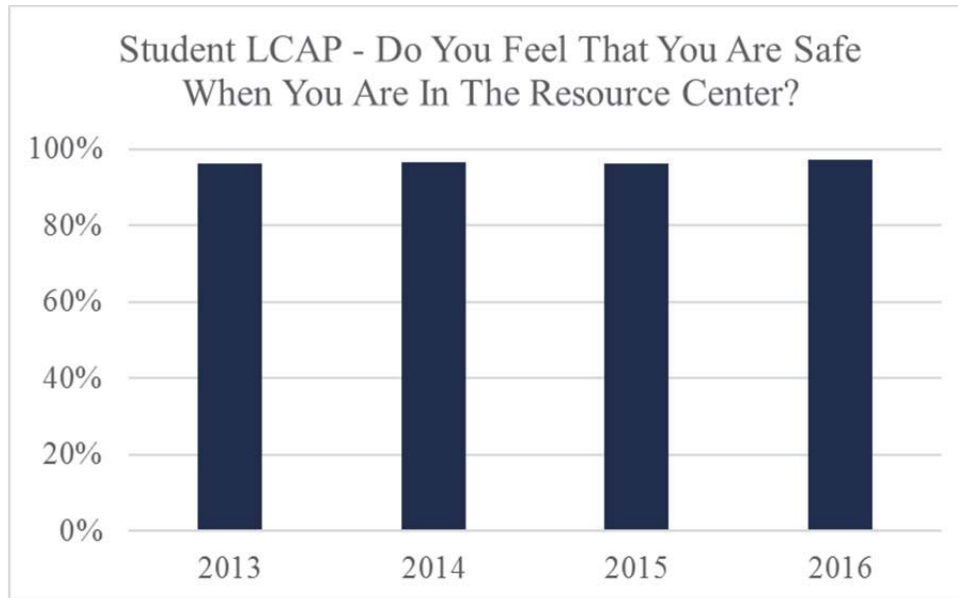


Figure 18. Student LCAP Survey: Do You Feel That You Are Safe When You Are in the Resource Center?

Over the last four years, over 97% of students feel safe in their CSSD Resource Center.

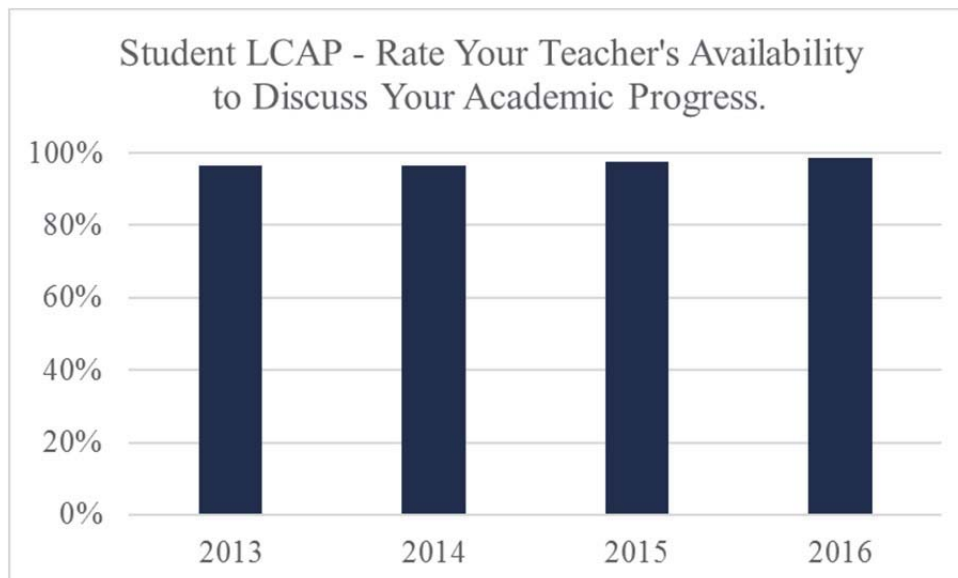


Figure 19. Student LCAP Survey: Rate Your Teacher's Availability to Discuss Your Academic Progress.

Over the last four years, 97% of students feel that their teacher is always or regularly available to discuss their progress.

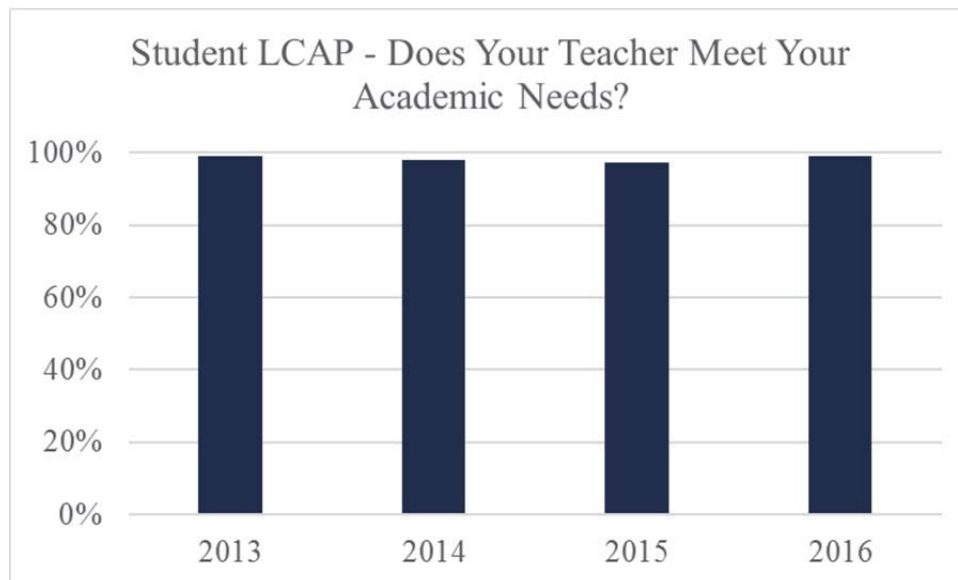


Figure 20. Student LCAP Survey: Does Your Teacher Meet Your Academic Needs?

Over the last four years, 98% of students feel that their teacher meets their academic needs.

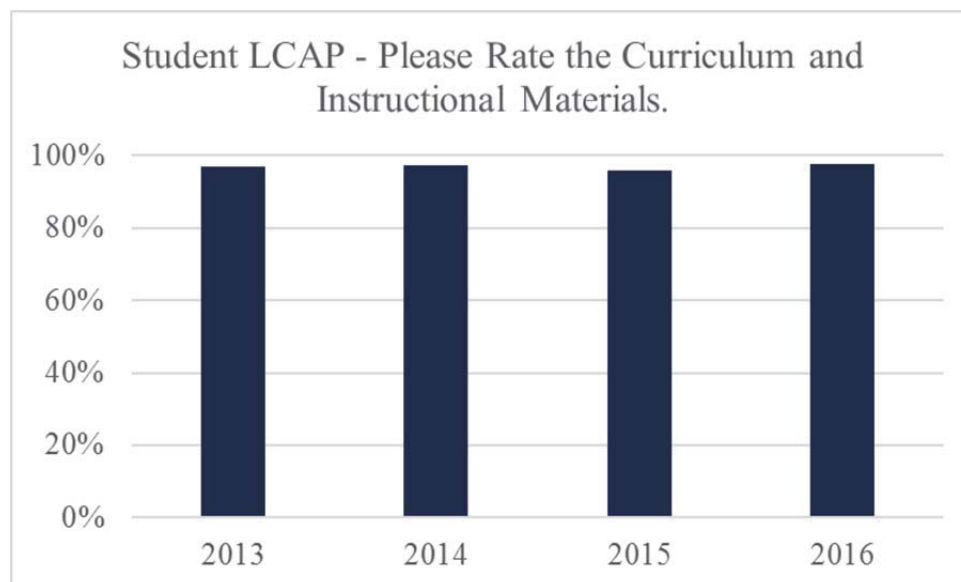


Figure 21. Student LCAP Survey: Please Rate the Curriculum and Instructional Materials.

On average 96% of students rated CSSD's instructional materials as good to excellent.

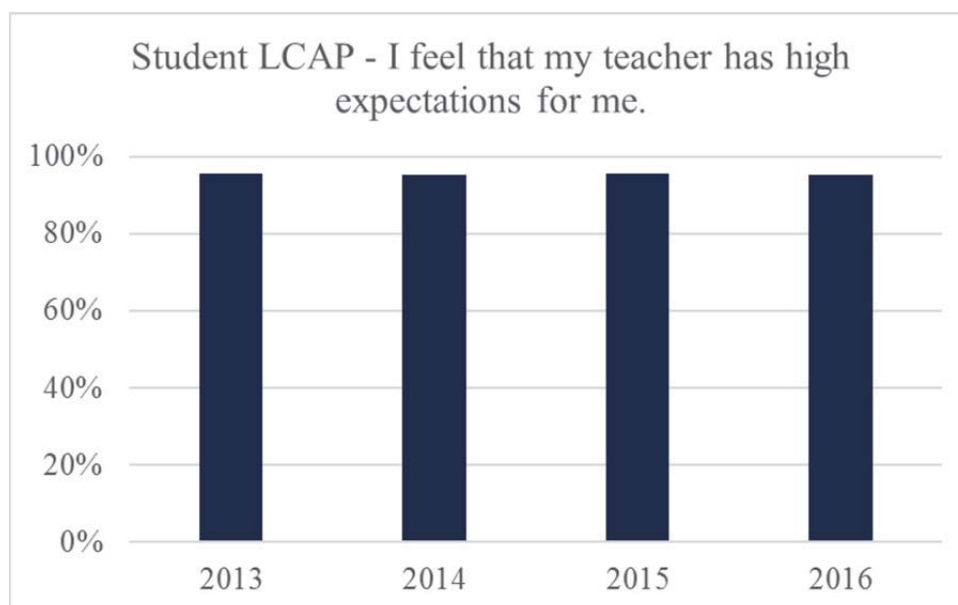


Figure 22. Student LCAP Survey: I Feel That my Teacher Has High Expectations For Me.

On average, 95% of students feel that their teacher has high expectations for them.

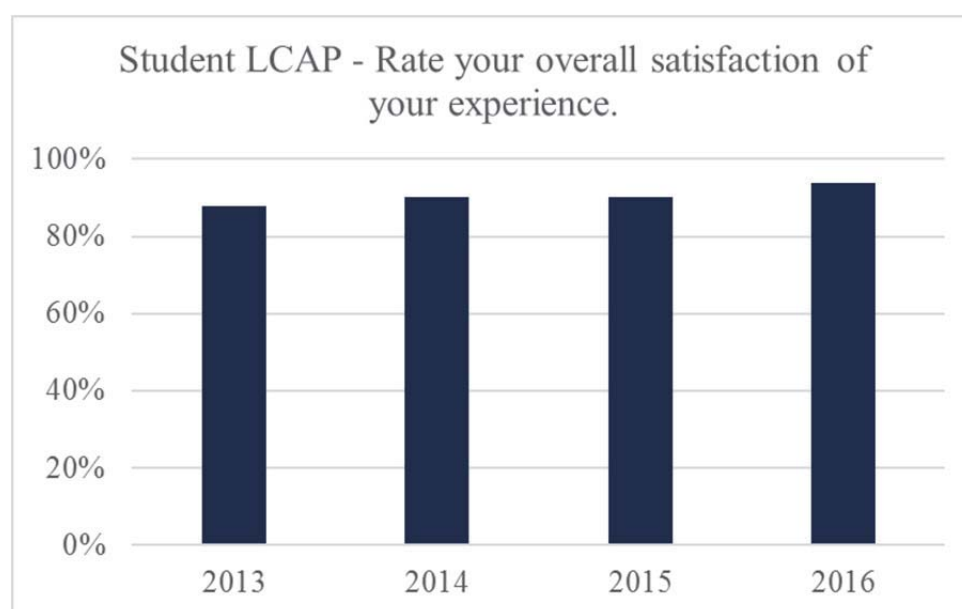


Figure 23. Student LCAP Survey: Rate Your Overall Satisfaction on Your Experience.

Over the last four years, on average 90% of students are satisfied or extremely satisfied with their overall experience at CSSD.

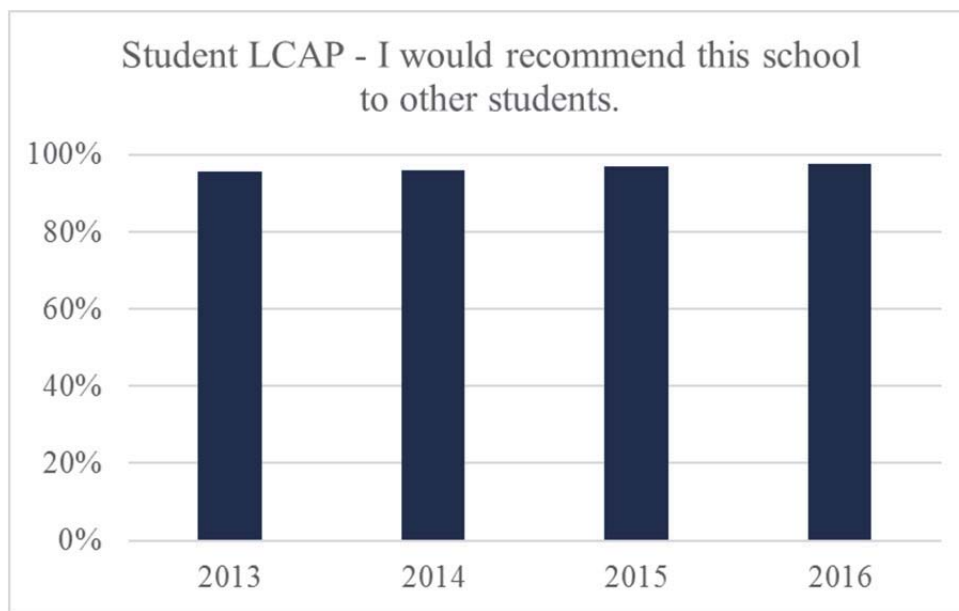


Figure 24. Student LCAP Survey: I Would Recommend This School to Other Students

Over the last four years, on average 97% of students would recommend CSSD to other students.

Confidence Survey Results

Many students enrolling at CSSD not only lack the academic skills to be successful in a traditional setting, but they also lack academic confidence. New students at CSSD take a Confidence Survey when they first enroll at CSSD to gauge their confidence levels in regards to their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased in order to be academically able to do well in school. Overall, the results in 90 days yield on average a 30% increase in confidence from when students first start at CSSD.

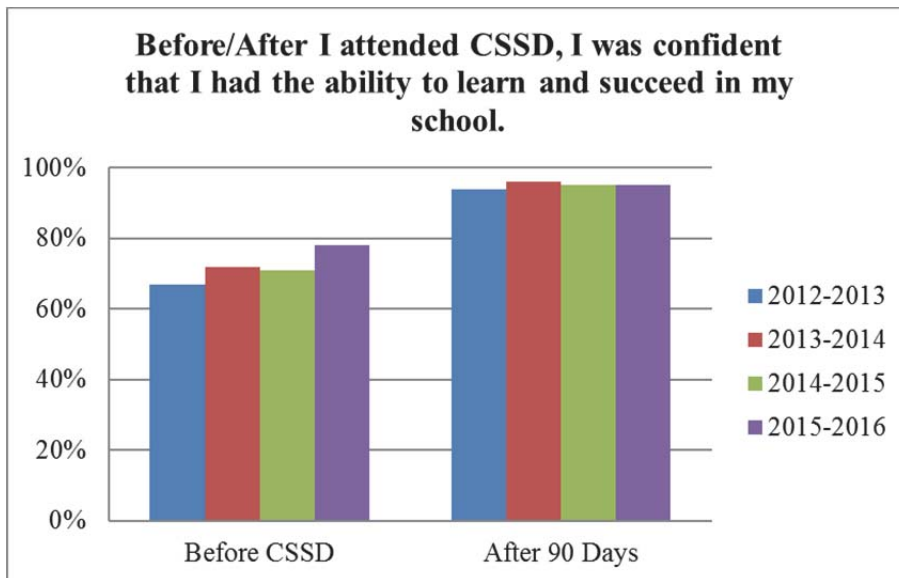


Figure 25. Confidence Survey: Before/After I Attended CSSD, I Was Confident That I Had the Ability to Learn and Succeed in My School.

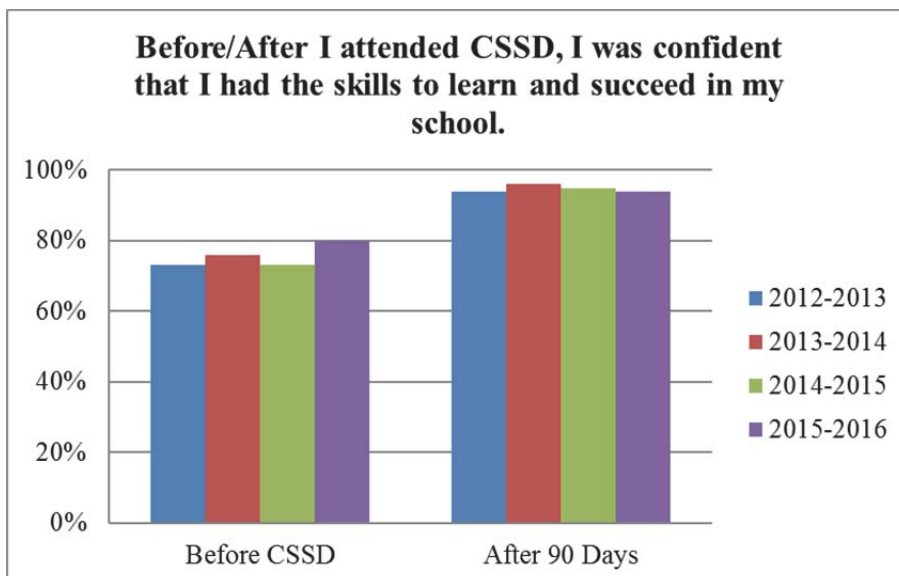


Figure 26. Confidence Survey: Before/After I Attended CSSD, I Was Confident That I Had the Skills to Learn and Succeed in My School.

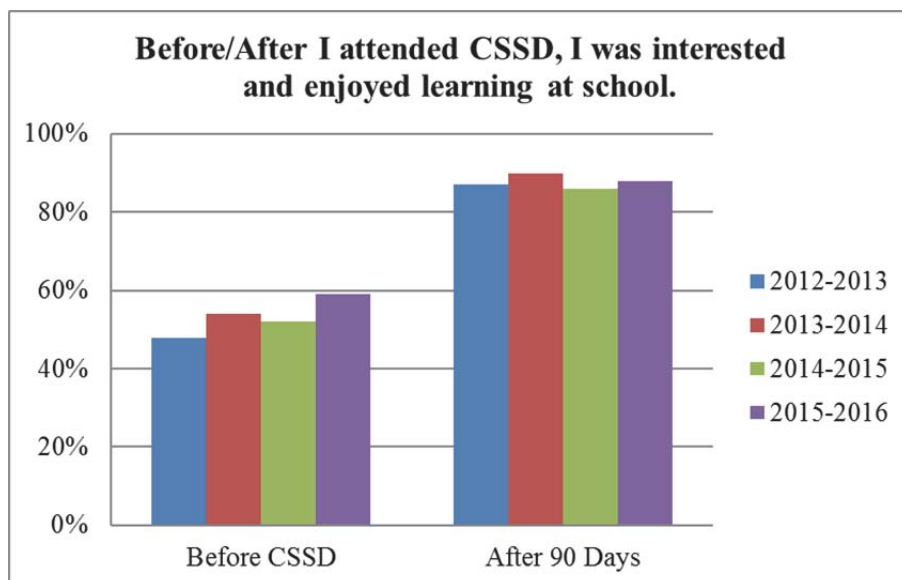


Figure 27. Confidence Survey: Before/After I Attended CSSD, I Was Interested and Enjoyed Learning at School.

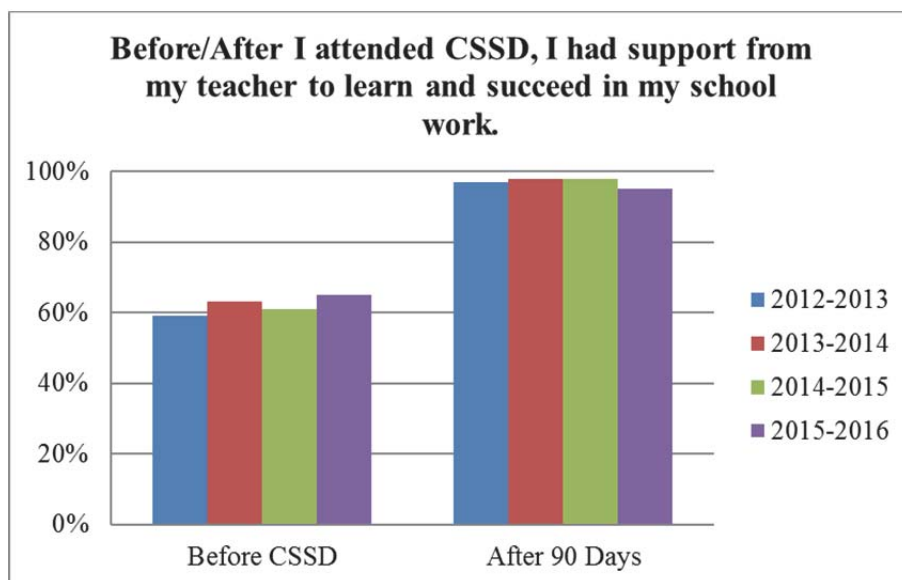


Figure 28. Confidence Survey: Before/After I Attended CSSD, I Had Support From My Teacher to Learn and Succeed in My School Work.

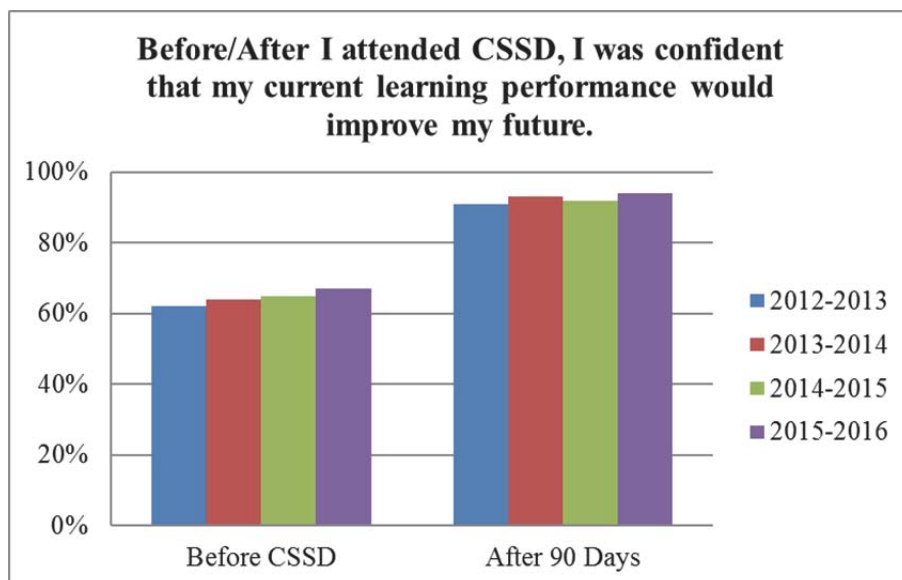


Figure 29. Confidence Survey: Before/After I Attended CSSD, I Was Confident that My Current Learning Performance Would Improve My Future.

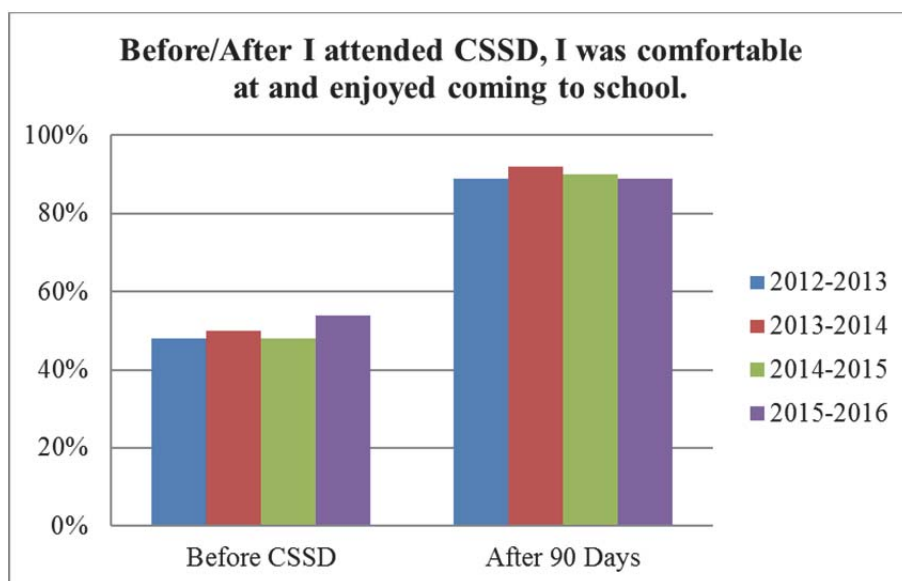


Figure 30. Confidence Survey: Before/After I Attended CSSD, I Was Comfortable at and Enjoyed Coming to School.

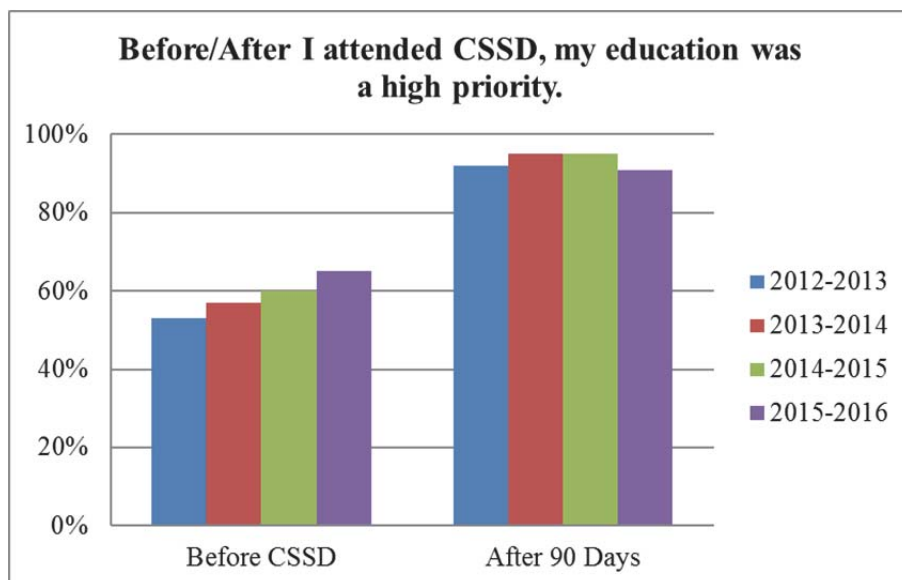


Figure 31. Confidence Survey: Before/After I Attended CSSD, My Education Was a High Priority.

Element A: Educational Program

Governing Law:

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

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

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

1. MISSION and VISION, and PROGRAM OBJECTIVES

Mission Statement

GSS will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Vision Statement

The educational community known as GSS is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

GSS is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

GSS is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the community-at-large.

Strategic Objectives

To respond to its stakeholders’ requirements and to ensure the organization’s long-term sustainability, GSS will:

- provide a personalized and rigorous academic experience for its students.
- hire, develop and maintain a highly qualified faculty and staff.
- provide a supportive and safe environment.
- be a role model for reform.

Program Objectives

GSS will achieve these program objectives:

- Improve student learning
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at GSS
- Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- Hold GSS accountable for meeting measurable student outcomes and provide GSS with a method to employ a performance-based accountability system instead of a rule-based system
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

2. OVERVIEW OF EDUCATION PROGRAM

The primary purpose of GSS's instructional design centers on the need to motivate and inspire students who are academically at-risk. GSS's efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, passing a high school equivalency exam such as the General Equivalency Diploma (GED) and High School Equivalency Test (HiSET), or passing the California High School Proficiency Exam (CHSPE).

As an intervention program, GSS will be challenged by environmental expectations that are generally applied to comprehensive school sites. GSS holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The GSS leadership shall continue to communicate this important commitment.

As explained in the Introduction section, CSSD's education program was originally developed in collaboration with the San Diego Unified School District, where CSSD provides an educational

option for the District. CSSD acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the original intent of the California Charter Schools Act. Through this new charter petition, GSS expects to serve students in a similar way with the Grossmont Union High School District.

GSS shall provide an instructional program for students in grades 7-12 through an individualized, independent study instructional model. GSS shall be open to all students and enroll students throughout the year.

Students will study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals will review student reading, writing, math skills, and school records. Each student will receive a personal education plan that can include one-on-one tutoring, tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

GSS will issue its own diplomas based on a course of study consistent with California Common Core State Standards and requirements for graduation. The Audeo Charter School Board of Directors will be responsible for monitoring and approving both the course of study and graduation requirements. GSS will seek accreditation from the Western Association of Schools and Colleges, as well as University of California a-g course approval.

3. EDUCATIONAL VISION

GSS's vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

GSS's philosophy:

- Innovate: Seek change leading to positive outcomes.
- Maintain a professional staff complement.
- Encourage and promote academic competency.
- Model and support teamwork and cooperation.
- Provide student-based education tailored to the specific and unique needs of each student.
- Be accountable for outcomes.
- Provide on-going professional development.
- Forge partnerships with parents and community organizations.

To achieve GSS's overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at GSS will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. GSS will promote curiosity, integrity, social responsibility and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. GSS will incorporate these maxims into its daily operations. In short, GSS will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

GSS will be committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Curriculum will be designed to foster career and college readiness skill development and citizenship in a global society.

A summary of GSS's curriculum is provided below. See [Appendix A](#) for the sample scope and sequence of select grade levels.

GSS's curriculum departments will be led by highly qualified (HQ) teachers and guided and directed by the Curriculum and Professional Development Coordinator. GSS will use state adopted texts and other materials aligned to California Common Core State Standards (CCSS). Textbooks will be specifically selected utilizing criteria developed from stakeholder input. Teachers will use a variety of research-based instructional practices to teach diverse student populations, including technology based learning. Many of GSS's students will take online courses and engage in blended (independent study/online) learning opportunities. GSS's instructional staff will be iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers will not only have the skills to effectively facilitate online courses, but will also have a solid understanding of how to enhance learning opportunities for all students.

GSS students will demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the GSS educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

Read and Write

- Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in their own words.

- Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences and conclusions in written work.
- Select, organize, and relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

Compute

- Add, subtract, multiply, and divide, using whole numbers, decimals, fractions and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers and roots.
- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

Speak, Question, and Listen

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary and nonverbal communications.

Problem-Solve

- Recognize and apply inductive and deductive reasoning to real-world situations.
- Recognize fallacies, and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

Work Independently and in Teams

- Perform measured tasks which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks which require independent initiative and measurement.

Achieve Digital Literacy

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

Manage Time

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

Accept Personal Responsibility

- In accomplishing a task, accurately identify those forces which are within their control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy their individual participation in a group event or assignment.
- Engage in meaningful service to their community.

Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.

- Practice tolerance and not discriminate on the bases of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation or disability of others.

4. **TARGET STUDENT POPULATION**

GSS welcomes all students who wish to attend the School. GSS shall serve grades 7–12 as depicted in the table below.

Description	2016-17	2017-18	2018-19	2019-20
Projected Total Enrollment	360	410	470	520
Grade 7-8	25	29	33	36
Grade 9-12	335	381	437	484

GSS is seeking to provide an educational option to students and parents in the community who are disengaged and are seeking an academic intervention. GSS seeks to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of GSS offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students shall be redirected to an appropriate instructional setting or successfully graduate from GSS.

We expect that many students coming to GSS will be initially identified from referrals by the District’s middle and high school counselors. GSS is able to meet the needs of all students (e.g., EL, GATE, or Special Education) through a personalized education plan. This plan shall include formative and summative testing data (CAASPP, CELDT, PSAT, SAT, ACT, CAPA, CMA, Northwest Education Association (NWEA) Measures of Academic Progress (MAPs) pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios and exhibitions). This data helps to establish student need. Based on this student need and in collaboration with the parent, student, and teacher, a set of instructional goals will be developed. These goals will be achieved through a variety of strategies, including one-on-one tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

The District has a broad and diverse student population. Significant outreach efforts will be made to ensure that the student body of GSS reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. GSS’s outreach efforts are further described in **Element G** of this charter petition.

Table 1.1: Grossmont Union High School District Demographics 2015-2016*

<i>Ethnicity</i>	Percentage
African American	7.2%
American Indian/Alaskan Native	0.7%
Asian	2.0%
Filipino	1.6%
Latino or Hispanic	37%
Pacific Islander	0.5%
White	43%

<i>Ethnicity</i>	Percentage
Two or More Races	7.0%
<i>Other Sub-Groups</i>	
Free or Reduced Lunch Participants	60%
Students with Disabilities	13%
English Learners	10%
<i>Spanish</i>	<i>54.4%</i>

*Source: CDE DataQuest, 2015-16 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 26, 2016.

5. HOW LEARNING BEST OCCURS

GSS believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and is able to do is measured by a variety of methods, especially performance assessment and self-assessment.

6. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

GSS will help students acquire the skills to survive and prosper in the 21st century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. GSS will promote curiosity, integrity, social responsibility and self-esteem.

7. DESCRIPTION OF THE EDUCATIONAL PROGRAM

It is the philosophy of GSS that every child is a born achiever. It is the challenge of GSS to help each child realize his or her talents.

The premise relating to the uniqueness of GSS's education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in their students' academic goals is critical to a successful transformation of students' academic careers.

The GSS educational program will be based on the following elements of success:

- A vision, mission and operational business plan that focuses on student learning.
- Academically rigorous, well-focused, basic core subject curricula.
- Creation of a personalized education plan based on the student's academic level, learning style, strengths, interests, and goals.
- Professional development that puts skills into a context consistent with the overall GSS mission.
- Autonomy that allows GSS to develop and implement a process of change tied to high standards as described in the National Educational Technology Standards (NETS) and is responsive to technological innovations.
- Parent and community involvement in, and support for, GSS programs.
- Regular data analysis to measure progress toward achieving both student and staff performance goals.
- An online community communication process detailing student and GSS performance.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

GSS shall provide an education that allows each student, grades 7-12, to meet California Common Core State Standards by: (1) using standards-based textbooks, resources and instructional materials; (2) providing content standards-based instruction; (3) utilizing course descriptions that are aligned with the standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. GSS shall offer a menu of learning opportunities for students that includes independent study, home

study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

A critical mass of students entering GSS will generally be expected to be achieving below expected grade and/or course content levels. These students, who are deemed “high risk”, and many with special needs will benefit from a personalized educational program that provides strong tutorial support.

Upon enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students in grades 7-12 will take one to two courses at a time, allowing them to focus on mastering the standards of one course before moving on to the next. Teachers will utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options will provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s personalized education plan will be enhanced with one-on-one tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher will have one Resource Center Associate who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data will be integrated into the personalized education plan. Teachers will use instructional software tools such as Naviance, CSSD’s college and career software. Teachers will also utilize NWEA MAP assessment software and School Pathways Student Information System (SIS) to view real time student achievement data. Naviance, MAP and SIS data will be integrated into the school’s instructional data monitoring system. The data will be reviewed and analyzed by teachers and school leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and adjust the student’s instruction, methods of delivery and resources. Because GSS has purposely designed its program so that teachers work with only a few students a time, teachers will be able to communicate frequently with the family and get to know each student’s academic strengths and social needs. The largest differentiator for GSS’s program will be the ability to go well beyond traditional methods to transform the lives of the kids. Teachers and staff will conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships as necessary.

Aligned to the California Department of Education (CDE)’s definition, GSS shall implement a Multi-tiered System of Support (MTSS) that is a comprehensive framework that integrates California Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. These will include the personalized education planning process, interventions for at-risk students, supports for Special Education, services for English Learners, and programs for Gifted and Talented Education (GATE). GSS will have a systematic and integrated process for instructional support and interventions.

The teachers at GSS shall engage in professional learning on a monthly basis that is focused on instructional and engagement strategies for diverse student populations. Monthly Instructional

Meetings will cater to the best practices offered by the Instructional, Curriculum and Assessment Teams. Additionally, teachers will attend trainings where guest speakers from law enforcement agencies, community based organizations, Child Protective Services, and other supportive agencies attend and assist the teachers in servicing the students' needs. The School Coordinator will meet weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team will utilize the personalized education planning process to monitor student progress and identify services to support student achievement.

Independent Study Assurances

GSS shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that GSS shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and GSS must file for a funding determination as a condition of funding. GSS shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

Pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the pupil, (2) parent, guardian, or caregiver of each charter school pupil; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of GSS students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of GSS, GSS's operation, and the roles, rights, and responsibilities of parents and their children.
- Attend a mandatory orientation meeting to learn about charter schools, GSS's educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and GSS.
- Complete and return all forms, questionnaires, and other requests for information that may be required by GSS as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was learned at school.

- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.
- Understand and reinforce the Student Conduct Code.
- Attend Back-to-School Night and/or Open House each year.
- Keep informed about GSS through communication with the resource center staff and by materials regularly distributed to students and/or their families.

School Calendar

GSS is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, GSS for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 4 to 8, inclusive, 54,000 minutes.
2. To students in grades 9 to 12, inclusive, 64,800 minutes.

GSS's 2017-2018 school calendar is attached as **Appendix B**.

8. CURRICULUM

A summary of GSS's curriculum is provided below. See **Appendix A** for GSS's sample scope and sequence for grades 8 and 10 and **Appendix C** for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

GSS's academic program will focus on academic improvement and high caliber teaching in safe and supportive learning environments. GSS's curriculum will be rigorous, relevant, student and teacher driven. The learning opportunities offered at GSS will prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. GSS will be committed to developing curriculum and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

GSS's curriculum departments, led by highly qualified teachers and under the guidance of the Curriculum and Professional Development Coordinator, will design and create the subject matter curriculum using the CCSS and the NGSS as their guides. The teachers will use a wide variety of teaching techniques to engage all learning modalities, including technology based learning. Because many of GSS's students will have the option to take online and blended (independent study/online) learning courses, GSS teachers will be trained to become iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give schools, districts and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

ENGLISH/LANGUAGE ARTS

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students will be engaged in increasingly complex tasks of decoding, analyzing and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, the students will participate in various text types that explore text to text, text to self and text to world items. They will conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/ Language Arts. The students that demand a greater or rigorous academic challenge will have the ability to take Advanced Placement courses. The Advanced Placement exams will be offered and administered in the spring semester for students that have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners. GSS will seek UC a-g approval for all core high school English/ Language Arts courses.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	English 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	English 8-1, 8-2 (online/blended (independent study/online) options)
Ninth Grade	English 1, 2 (online/blended (independent study/online) options)
Tenth Grade	English 3, 4 (online/blended (independent study/online) options)
Eleventh Grade	American Literature 1, 2 (online/blended (independent study/online) options) or Honors American Literature 1, 2 or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 or English (British) Literature 1, 2 (online/blended (independent study/online) options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)

MATHEMATICS

Students will use a focused and coherent curriculum that is aligned to the Common Core State Standards (CCSS) and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students will develop deep conceptual understandings and will be well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students will be provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the Common Core of greater focus on the depth of a topic, coherence among topics and grade levels and the rigorous authentic command of the mathematical concepts. GSS will seek UC a-g approval for all core high school math courses. GSS will offer a blended (independent study/online) and online learning option for the college preparatory math courses listed below where applicable. All of

the math courses will allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from GSS as college and career ready citizens.

MATHEMATICS MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Math 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	Math 8-1, 8-2 (online/blended (independent study/online) options)
Ninth Grade	Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IA, IB (online/blended (independent study/online) options)
Tenth Grade	Geometry 1, 2 (online/blended (independent study/online) options) or Integrated Math IIA, IIB (online/blended (independent study/online) options)
Eleventh Grade	Intermediate Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IIIA, IIIB (online/blended (independent study/online) options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (online/blended (independent study/online) options) or Honors Pre-Calculus 1, 2

SCIENCE

All science courses will be aligned to the CCSS and the Next Generation Science Standards (NGSS). All science courses will have wet labs embedded throughout the course. The science curriculum will encourage scientific inquiry, group activities and real- world applications. Additionally, students will be provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students will be introduced to Life Science, Physical Science and Earth Science. They will be engaged in hands-on experiences, virtual and wet labs throughout their courses. The 9th-12th grade students will be required to take Physics or Chemistry and Biology. GSS will seek UC a-g approval for all high school core science courses. Additionally, GSS will seek UC a-g approval for its high school Earth Science elective. As is the case with all of the other disciplines, the students that desire to have a blended (independent study/online) or online education may enroll in a UC a-g science course.

SCIENCE MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Middle School Life Science (online/blended (independent study/online) options)
Eighth Grade	Middle School Physical Science (online/blended (independent study/online) options)
Ninth Grade	Earth Science 1, 2 or Physics 1, 2
Tenth Grade	Biology 1, 2 (online/blended (independent study/online) options)
Eleventh Grade	Chemistry 1, 2 (online/blended (independent study/online) options) or Honors Chemistry 1, 2

SOCIAL SCIENCES

All social science courses will align to the CCSS while incorporating current real-world issues, i.e., Middle East conflicts, immigration and politics as they are relevant to GSS's student population. The middle school students will participate in courses about ancient civilizations, medieval & modern times and the history of the United States. They may also take an elective course in geography. GSS will seek UC a-g approval for all core high school Social Studies courses, including, but not limited to, World History, Geography & Economics, United States History, Government, and Economics. GSS will offer Honors United States History and an online Advanced Placement course in Human Geography. The teachers will incorporate current events into the curriculum at all grade levels through field trips, guest speakers and virtual e-tours.

SOCIAL STUDIES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	United States History & Geography 8-1, 8-2 (online/blended (independent study/online) options)
Ninth Grade	Geography 1
Tenth Grade	World History, Geography & Economics 1, 2
Eleventh Grade	United States History 1, 2 (online/blended (independent study/online) options) or AP Human Geography 1, 2 (online elective)
Twelfth Grade	Government 1 and Economics 1 or AP Human Geography 1, 2 (online elective)

FOREIGN LANGUAGES (Languages Other Than English)

GSS shall offer a full three years of Spanish (1-6); UC required/recommended and two full years of German (1-4); UC required. Upon UC a-g approval, the foreign language curriculum will satisfy the UC requirement for admission. The students may take a foreign language as early as the 7th grade. GSS will seek UC a-g approval for the high school blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning. The foreign language department will develop a third year of German, which will include field trips and guest speaker opportunities.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Spanish 1, 2 (online/blended (independent study/online) options) German 1, 2 (online/blended (independent study/online) options)
Eighth Grade	Spanish 1-4 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Ninth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Tenth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)

Eleventh Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Twelfth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)

VISUAL ARTS

GSS will offer several visual arts courses (V&PA). The students may take General Art, Commercial Art, or Photography to satisfy the UC a-g V&PA requirement, upon UC a-g approval. GSS also will offer Drawing and Music Appreciation courses for those students that are interested in a different approach in the arts. The students may also engage in an online Digital Arts course as well, which will be offered in the Career Technical Education course list.

VISUAL AND PREFORMING ARTS (V&PA) COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Art 7-1, 7-2
Eighth Grade	Art 8-1, 8-2
Ninth Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Tenth Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Eleventh Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Twelfth Grade	Art 1, 2 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2

GENERAL ELECTIVES

GSS will offer many semester length and year-long additional electives courses for the high school students that will attribute to their becoming a more well-rounded, college and career, 21st Century citizen.

GENERAL ELECTIVE COURSES Grades 9-12
AVID Sr. High
Career and Life Management 1, 2
Career Explorations 1, 2
Consumer Math
Driver's Education
General Work Experience Education 1,2
General Work Experience Education 3,4
Geography 1
AP Human Geography 1, 2 (online)
Health and Driver's Education
Independent Study PE
Keyboarding & Computer Lit.
Keyboarding 1, 2
Literacy 1, 2, 3, 4
Philosophy 1
Psychology 1, 2 (online/blended (independent study/online) options)
AP Psychology 1, 2 (online)
Pathways Exhibition - ePortfolio
Service Learning 1, 2
Sociology 1 (semester only)
Sociology 1, 2 (online)
Study Skills

POST HIGH SCHOOL PATHWAYS

Once a student has been enrolled in a Resource Center at GSS, the student shall complete a personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes. The parent/guardian, student and teacher will meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interest, the teacher will assist the student with creating a post high school plan. GSS's students will then be placed in one of four post high school pathways: four-year college/university, two year college, vocational/Career Technical Education, and the military. The previous courses will satisfy the post high school pathways for college bound students. In addition to the college preparatory coursework, GSS shall offer courses that are specifically designed for students in grades 9-12 that have expressed an interest in the vocational/career technical educational or military pathways.

CAREER TECHNICAL EDUCATION

GSS shall offer 27 Career Technical Education (CTE) courses for students that have expressed an interest in entering the world of work post high school. Courses such as The Introduction to Health

Sciences can lead to the students receiving certification in becoming a nursing assistant or pharmacy technician.

CAREER TECHNICAL EDUCATION COURSES Grades 9-12	
Business Careers 1,2	
Business Law 1, 2	
Child Development/Parenthood Education 1, 2	
Health	
Journalism 1, 2	
Nutrition 1, 2	
Parenting and Infant Development 1, 2	
Career Planning & Development 1	
Computer Applications: Office® 2010*	
Computer Science 1, 2	
Digital Arts 1, 2	
Introduction to Business 1, 2	
Introduction to Entrepreneurship 1, 2	
Personal Finance 1	
Introduction to Health Sciences 1, 2	
Strategies for Academic Success	

MILITARY SCIENCES & CALIFORNIA CADET CORPS

GSS shall offer several military science courses to its students. These courses will be submitted to the University of California for their approval following the District's approval of this charter. The students that are enrolled in the California Cadet Corps program will also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in joining the military upon graduation. The students will participate in weekly military style drills, inspections and camps as a part of their Cadet Corps experience.

MILITARY SCIENCE & CADET CORPS COURSES Grades 9-12	
Ninth Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2
Tenth Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2
Eleventh Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2
Twelfth Grade	-Military Science 1, 2 -CA Cadet Corp 1, 2

9. Graduation Requirements

Students graduating with a High School Diploma from GSS must complete 42 semester credits in grades 9-12. GSS Diploma graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	Mathematics - 6 semester credits (3 years required, 4 years recommended)
4 credits - English 1-4 2 credits - American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition 2 credits - World Literature or Contemporary Voices in Literature or English Literature or AP English Language and Composition or AP English Literature and Composition	2 credits – Integrated Math 1 or Algebra 2 credits – Integrated Math 2 or Geometry 2 credits - Integrated Math 3 or Intermediate Algebra Optional 4th Year Credits – Statistics or Pre-Calculus or Honors Pre-Calculus
Science - 4 semester credits (2 years required, 3 years recommended)	Social Studies - 6 semester credits (3 years required)
2 credits - Physical Science (Earth Science or Physics or Chemistry) 2 credits - Life Science (Biology) Optional 3rd Year Credits – Honors Chemistry	2 credits - World History, Geography & Economics 2 credits - US History or Honors US History 1 credit – Government 1 credit – Economics
Electives - 13 semester credits	Pathways Portfolio - 1 semester credit
PE credits earned prior will be counted as elective credits UC/CSU: 2 credits – Approved electives in same area	All students must complete and present a Pathways Portfolio
World Languages and Visual and Performing Arts (V&PA) – 2 semester credits	
Option 1: 2 credits - World Language (both semesters must be the same language)	Option 2: 2 credits - V&PA

<p style="text-align: center;"><u>UC/CSU Option:</u></p> <p style="text-align: center;">4 credits – World Language (all semesters must be the same language; 2 years required, 3 years recommended)</p> <p style="text-align: center;">2 credits – Visual and Performing Arts (both semesters need to be the same course)</p>

Career & Technical Education (CTE)/Service Learning/ Work Experience Education (WEE) <i>2 semester credits</i>		
<p style="text-align: center;"><u>Option 1:</u> 2 credits - CTE (Career and Technical Education).</p>	<p style="text-align: center;"><u>Option 2:</u> 2 credits - Service Learning (120 hours total of community service). <i>Recommended for UC & CSU students.</i></p>	<p style="text-align: center;"><u>Option 3:</u> 2 credits - Work Experience (240 hours of paid employment approved by a school counselor).</p>
Grade Point Average (GPA)		
<p style="text-align: center;">All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.</p>		

10. PROFESSIONAL DEVELOPMENT

GSS shall be dedicated to the professional growth of all of its employees, and will provide a comprehensive professional development program for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As GSS will be focused on improving the quality of life for students, their families, our employees, and the community at large, the professional development program will be designed to assist staff in fulfilling this mission, and will provide a rigorous academic experience for our teachers, office staff, and other stakeholders. On a holistic level, the professional development program will provide support for GSS's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance. In short, the program will be a 'school within a school' for the purposes of teaching and learning, and will increase student achievement results, faculty and staff retention, the well-being of GSS's employees, and our students.

GSS shall offer professional learning opportunities Tuesday-Thursday throughout the school year from July-May. The professional development plan will include:

1. Ethical Responsibilities and Strategic Planning

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings

- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen Trainings
- e. Executive Studies on Educational Leadership
- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training

2. Curriculum Content Training

- a. Core content: Math, English Language Arts, English Learners, Science, Social Studies
- b. Foreign Language: Spanish and German
- c. Visual & Performing Arts-Drawing, Photography, and Music Appreciation
- d. Gifted and Talented Education (GATE)- GSS will offer cohort trainings to the teachers to meet the academic needs of this group of learners
- e. The Verification Process for Special Settings (VPSS) offered at GSS will combine subject matter coursework from an accredited college or university and professional development that is intensive and focused on the subject matter content specified in the California standards, frameworks and Commission on Teacher Credentialing (CTC) subject matter assessments. The specifications for the professional development component will cover content aligned to the CTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations, the California Core Academic Standards, and the CSTs. The professional development will incorporate theory and practice, will be organized in two levels, and will meet the NCLB criteria for high quality professional development. The duration of the modules will be designed to meet the need for sufficient intensity of the training.
- f. Leading Edge Certification- GSS shall offer this national online teacher certification that guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give schools, districts and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

3. Student Engagement

- a. Post High School Pathways Training will consist of Naviance training, guest speakers from two- and four-year colleges/universities, the military and industry.
- b. Special Instructional Services will offer special education training for general education teachers, literacy training specifically designed for the EL students, teacher training from the LGBTQ community.
- c. Partnerships will include visiting guest speakers and various educational, medical and industry entities.

- d. Pregnant & Parenting Students will be provided information on pre- and post-medical care and resources.
- e. Parent Trainings that are geared toward understanding the Common Core, the new assessments, English Language Advisory Committee and school access issues will be offered.

4. Workforce Efficiency and Effectiveness

- a. Edgenuity Training- online curriculum content provider
- b. Audit and Compliance/ Rigor, Content and Quality
- c. Office 2010 Tools: Excel, PowerPoint, Publisher, Word
- d. Google, Apple for Educators (InTech)
- e. Moodle and Weebly (blended (independent study/online) learning)
- f. New Teacher Training & Resource Center Associate Training

11. ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

At the time that a parent submits an application to enroll his/her student in GSS, the School shall provide written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

GSS will seek initial accreditation from the Western Association of Schools and Colleges (WASC) in the first year of operation.

GSS will seek approval to establish an ‘a-g’ list with the University of California after initial WASC accreditation has been granted.

12. CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in **Element B** of the charter for a description of GSS’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan

GSS will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. GSS shall submit the LCAP to the District and the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by GSS.

13. PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

GSS's **Multi-tiered System of Support (MTSS)** will engage at-risk students in participating and excelling in school. GSS shall identify students who are below grade level immediately upon enrollment. At intake, GSS shall administer the Measures of Academic Performance (MAP) English Language Arts and Math assessments. Counselors will review these academic assessment results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan (PPEP)** and the initiation of MTSS. GSS's goals in implementing the tiered system of support will be to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports will be targeted towards high-risk students:

- **Core Instruction:** Research-based instructional strategies will be integrated into all core content curricular areas. Content area teachers will be trained in research-based instructional strategies: Universal Design for Learning (UDL), embedded literacy instruction across curricular area, blended (independent study/online) learning, differentiation, scaffolding, and formative assessments. Courses will be adjusted based on student instructional level, interests, and Pathway. Students will participate in individual tutoring sessions.
- **Professional Learning Communities:** Instructional Leaders will provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.
- **Data Collection, Monitoring, and Reporting:** Curriculum, instructional, and professional development decisions will be made based on close analysis of student achievement and engagement data.
- **Parent Trainings:** Research-based parent trainings will be held on topics relevant to current family issues and trends.
- **Intervention:** Intensive intervention process will be designed to identify all areas of concern, causal factors, and personalized plan to address challenges.
- **High School Completion Options:** Multiple paths to successful completion will include preparation for GED or HiSET available to students who enroll significantly behind grade level in skills and high school credits.
- **Student and Family Services and Supports through partnerships:** Established partnerships that are community based and free or reduced cost will be provided to students as part of their personalized intervention plan. The counselors will facilitate appropriate referrals and resources for each student.

Student progress will be monitored through the systematic PPEP process that requires analysis of student achievement measures at least three times throughout the school year. The instructional

team, including the parent(s), will determine the supports and services that are most effective with each student and identify any additional curricular and instructional supports necessary to support student achievement.

14. PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the **Multi-tiered System of Support (MTSS)**, GSS will systematically address support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level will have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor and student, will collaborate to select appropriate courses including Honors courses and Advanced Placement (AP) courses. Following a course of study aligned to GSS's instructional framework, students will be able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. GSS will provide the opportunity for students to be concurrently enrolled in community college courses and to consult regularly with one of GSS's college counselors. Additionally, teachers will participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

GSS's program/service options for student who are identified as GATE will include acceleration and enrichment through **Individualized Gate Plans** that detail instructional strategies and differentiation of curriculum.

GSS shall provide **Gifted and Talented (GATE) Certified Instructional Leaders and teachers** at each Resource Center to consult and coordinate implementation of Individualized GATE Plans. Individualized GATE Plans will detail student achievement levels, interests, instructional resources and strategies utilized to engage the learner, curricular extension to enhance the learning experience for the student, and identify formative and summative assessments to evaluate learning. GATE Plans will be reviewed and updated by the Instructional Team, including the student and parent, annually for all identified GATE students. Resource Centers will offer field trips, guest speakers, and tutoring sessions that link curriculum to College and Career Readiness and enhance the learning experience for all students.

15. PLAN FOR ENGLISH LEARNERS

GSS shall meet all applicable legal requirements for English Learners ("EL") pertaining to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. GSS shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

GSS shall administer the home language survey upon a student's initial enrollment into the school (on enrollment forms).

CELDT Testing¹

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

GSS shall notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

Results of each student’s assessment will be sent to parents or guardians in their primary language. These results will also be included in the Pathways Personalized Education Plan for instructional planning.

Reclassification Procedures

Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

GSS shall implement a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for two years from the year of reclassification. Through the personalized education planning process, the instructional team will review assessment results

¹ All references in the charter to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

including MAP Reading, MAP Language Usage, CAASPP results, curriculum-embedded assessments, course grades, and work samples. RFEP students will be expected to meet grade-level content standards and the requirements for high school graduation. Parents will be notified of ongoing progress after reclassification during parent-teacher meetings at each semester. The instructional team, through the personalized education process, will identify students who are not meeting progress towards standards and provide additional, appropriate services and supports to meet student needs. The effectiveness of services and supports shall be evaluated during the next phase of personalized education planning and adjustments will be made to the instructional program as necessary.

Strategies for English Learner Instruction and Intervention

GSS's goal for English Learner (EL) programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Program effectiveness will be monitored using assessment data and programs will be modified as needed based on information from assessments and instructional team input. ELs shall have full access to GSS's educational program through Integrated English Language Development (ELD). All instructors who teach ELs will use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards. All teachers will be required to hold a Crosscultural Language and Academic Development (CLAD) credential. Teachers will be specifically trained on ELD standards and research-based instructional strategies including SDAIE. Instructional resources will be selected to support EL student achievement. GSS shall utilize a web-based comprehensive English language learning program (BrainPOP ESL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary. GSS shall offer EL students blended (independent study/online) learning opportunities. Online courses (Edgenuity) will be made available and may be selected for students based on academic need. These courses offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, and close reading of text.

ELs who are identified, based on assessments through the personalized education planning process, to require Designated ELD will be enrolled in Literacy courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. The Literacy courses will be enhanced with individualized tutoring sessions with an instructional focus on linguistic elements and language communication. The instructional team, including parents, will set proficiency goals for students with measures and benchmarks for achievement.

GSS will monitor EL student development using:

- CELDT scores
- MAP Reading scores
- MAP Language Usage scores
- Common Benchmark Assessments
- Curriculum Embedded Assessments
- CAASPP
- Teacher and parent observation

The instructional team, through the personalized educational planning process, will collaborate to determine the effectiveness of the program for each student. When students have not made

adequate progress, interventions through the **MTSS** will be applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

16. PLAN FOR STUDENTS WITH DISABILITIES

General Overview

GSS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

GSS will be an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). one of the founding partners of the El Dorado County Charter SELPA. Since 2008 CSSD has at all times been a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services. In addition to meeting all of the regulatory requirements of IDEIA, the leadership of CSSD is actively engaged in the SELPA leadership and governance structure. Pursuant of the SELPA local plan, the SELPA prioritizes the admission of new schools operated by a current member of the SELPA. Accordingly, based on the aforementioned good standing, GSS has met the approval criteria for expansion within the El Dorado County Charter SELPA. Upon acceptance by the El Dorado County Charter SELPA, GSS will provide the District evidence of membership. El Dorado County Charter Special Education Local Plan Area intent for acceptance letter is found in **Appendix D**.

GSS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

GSS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by GSS shall be accessible for all students with disabilities.

GSS is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. GSS shall work closely with the El Dorado County SELPA in order to coordinate services locally. GSS representatives will attend El Dorado County SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed special education Education Specialists and Resource Specialists will be hired locally and, as direct GSS employees, provide Specialized Academic Instruction (SAI) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (FAPE). Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services will be provided by California Department of Education (CDE) certified Non-public Agency (NPA) and Non-public School providers. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development

for special educations staff will be conducted in San Diego County. Facilities shall be compliant with IDEIA requirements.

GSS shall exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. GSS will engage the SELPA in the IEP placement of students who are identified as requiring an education placement that GSS is unable to provide.

Section 504 of the Rehabilitation Act

GSS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of GSS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, will be eligible for accommodation by GSS.

A 504 team shall be assembled by the School Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records, including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

Tests will be selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, will be provided a copy of the student’s 504 Plan. The School Coordinator will ensure that teachers include 504 Plans with instructional planning for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEIA”

The following description regarding how special education and related services will be provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of GSS and the SELPA. A copy of the MOU will be presented to the District upon execution.

GSS shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

GSS shall provide services for special education students enrolled in GSS. GSS shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

GSS agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to GSS students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at GSS shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. GSS staff shall participate in SELPA in-service training relating to special education.

GSS shall be responsible for the hiring, training, and employment of school staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. GSS shall ensure that all special education staff hired or contracted by GSS is qualified pursuant to SELPA policies, as well as meet all legal

requirements. GSS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to GSS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

GSS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. GSS shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

GSS shall have the responsibility to identify, refer, and work cooperatively in locating GSS students who have or may have exceptional needs that qualify them to receive special education services. GSS shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

GSS shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. GSS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. GSS shall obtain parent/guardian consent to assess GSS students.

IEP Meetings

GSS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. GSS shall be responsible for having the following individuals in attendance at the IEP meetings: the School Coordinator and/or GSS designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education resource center; the student, if appropriate; the student’s parent/guardian; and other GSS representatives who are knowledgeable about the regular education program at GSS and/or about the student. GSS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible GSS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

GSS shall be responsible for all school implementation of the IEP. As part of this responsibility, GSS shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for GSS's non-special education students. GSS shall also provide all home-school coordination and information exchange. GSS shall also be responsible for providing all curriculum, materials, instructional modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

GSS shall comply with Education Code Section 56325 with regard to students transferring into GSS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in GSS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, GSS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time GSS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into GSS from a district operated program under the same special education local plan area of GSS within the same academic year, GSS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and GSS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to GSS with an IEP from outside of California during the same academic year, GSS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until GSS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by GSS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

GSS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to GSS and no student shall be denied admission nor counseled out of GSS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

GSS shall implement policies for responding to parental concerns or complaints related to special education services. GSS shall receive any concerns raised by parents/guardians regarding related services and rights.

GSS's designated representative, the Chief Business Officer, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

GSS may initiate a due process hearing or request for mediation with respect to a student enrolled in GSS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, GSS shall defend the case.

SELPA Representation

GSS shall represent itself at all SELPA meetings.

Funding

GSS will be subject to the allocation plan of the SELPA.

Element B: Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

As a public charter school, GSS recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. GSS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

As the state finalizes new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress (“CAASPP”) assessment system) and new school performance measures (e.g., API), GSS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

1. STUDENT OUTCOMES

GSS, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of GSS for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

English/Language Arts. Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Mathematics. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

Science. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

History and Social Studies. Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

World Language. Students will be given the opportunity to gain proficiency in speaking, reading,

writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

Visual and Performing Arts. Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

Physical Education. Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the National Educational Technology Standards.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at GSS.

2. GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), GSS has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend GSS, including low income students, English Learners, and foster youth. The metrics associated with these goals will help GSS to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of GSS's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Goal 1: Demonstrate Student Achievement Appropriate For High-Risk Populations.

Goal 1 aligns with the following state priorities: student achievement (#4), pupil engagement (#5), and other pupil outcomes (#8).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

1.1 Data and Measures of Student Achievement

Applicable Student Groups: All

- a. Develop processes that incorporate segmentation of sub-groups for Participation, Credits, Dropout, CAASPP, Graduation Rates, NWEA MAP Growth Targets and Pathways
- b. Develop sub-group data in the Master Data Spreadsheet for Monthly and Annual reporting
- c. Provide analysis and summary for sub-group data in Monthly and Annual reporting
- d. Facilitate training for teachers and instructional staff on the web-based NWEA MAP system
- e. Analyze sub-group data for students taking NWEA MAP Pre- and Post-Assessments
- f. Provide Professional Development for teachers in analyzing sub-group data reports

1.2 Intervention and Student Support

Applicable Student Groups: All

- a. Develop a Multi-track calendar – to support participation and graduation with opportunities for support and acceleration for all students
- b. Designate Grad Coaches to support graduating seniors
- c. Provide multiple pathways to earn a high school diploma or equivalent
- d. Provide Post High School Pathways that incorporate Career Technical Education

1.3 Intervention and Support for English Learners (EL) and Reclassified fluent English proficient (RFEP)

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Establish an English Language Advisory Committee (ELAC)
- b. Create a goal for improvement based on baseline reclassification percentage
- c. Provide access to specialized courses that promote EL achievement
- d. Provide access to instructional materials/practices that promote EL achievement
- e. Provide translation and interpretation services for families

1.4 Intervention and Support for Foster Youth

Applicable Student Groups: Foster Youth

- a. Designate Homeless and Foster Youth Liaison who will facilitate partnerships and coordinate programs that promote Foster Youth achievement
- b. Provide Homeless and Foster Youth School Engagement Trainings for teachers
- c. Monitor academic progress and attendance rates for Foster Youth

Expected Annual Measurable Outcomes:

- Dropout rate of 5% or less
- 84% Student participation rate (attendance rate)
- 50% Student credit completion rate
- Establish baseline for percent of students meeting NWEA MAP growth targets
- Establish baseline for percent of students “meeting” or “exceeding” standards on CAASPP results overall and by subgroup
- Create a goal for improvement based on baseline reclassification percentage
- Increase 4-year, 5-year, and 6-year cohort graduation rates by 1% annually
- 90% of students report confidence in their ability and skills to learn and succeed in school on annually confidence surveys

Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to CCSS, NGSS, ELD, and CTE that is Accessible to All Students.

Goal 2 aligns with the following state priorities: implementation of State Standards (#2), pupil engagement (#5), and course access (#7).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

2.1 Personalized Pathways Educational Plan & College and Career Readiness

Applicable Student Groups: All

- a. Establish 4-Year College & University, 2-Year College, Career & Technical Education, and Military Pathway programs to include counselors/advisors, courses, Work Experience Education (WEE)
- b. Offer Pathways E-Portfolio graduation requirement to promote 21st century learning and digital literacy

2.2 Standards aligned Course of Study and Curriculum

Applicable Student Groups: All

- a. Provide access to advanced courses and learning opportunities (Advanced Placement (AP), Honors courses)
- b. Provide a course of study to fully align with Common Core State Standards (CCSS), ELD State Standards, Next Generation Science Standards (NGSS), and UC/CSU a-g requirements.
- c. Provide online course offerings to include CCSS, NGSS, UC/CSU a-g approved Edgenuity courses to enhance learning opportunities for all students

2.3 Instructional Program Development

Applicable Student Groups: All

- a. Provide CTE course offerings aligned to key sectors
- b. Develop Internship program, establish partnerships with key industries, and develop a Work Experience Education (WEE) program
- c. Provide Naviance program to students to facilitate post high school planning and career exploration
- d. Develop a data collection, segmentation and reporting process, as needed

2.4 Support for EL

Applicable Student Groups: English Learners

- a. Develop and implement EL course placement and Pathways
- b. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness
- c. Develop an ELD program to include course offerings and instructional practices that promote literacy development
- d. Provide online course offerings that embed tools and supports to enhance learning opportunities for EL students

- e. Develop English courses aligned to CCSS and ELD state standards

Expected Annual Measurable Outcomes:

- Provide 100% of English courses aligned to CCSS and ELD
- Provide 100% of Math courses aligned to CCSS
- Provide 100% of Science courses aligned to NGSS
- Establish a Work Experience Education Program
- Establish 5 Honors courses and 5 AP courses

Goal 3: Provide Targeted and Data Informed Professional Development to Increase Teacher Effectiveness and Highly Qualified Status.

Goal 3 aligns with the following state priorities: basic services (#1), implementation of state standards (#2), and other pupil outcomes (#8).

Actions: In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

3.1 Instructional Capacity through Professional Development and Training

Applicable Student Groups: All

- a. Establish a Verification Process of Special Settings (VPSS) training program for teachers' to increase their subject matter competency and Highly Qualified (HQ) status
- b. Establish Trainers in subject matter competency in ELA and Math through the Verification Process of Special Settings Training the Trainer
- c. Provide high quality VPSS instruction through the purchase of VPSS materials and resources

3.2 Professional Development- Curriculum and Instruction

Applicable Student Groups: All

- a. Provide course offerings and teacher training programs to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, advanced courses, and post-secondary Pathways.
- b. Provide teacher participation opportunities in San Diego County Office of Education Professional Development opportunities to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, and Leading Edge Certification.

3.3 Professional Development- Curriculum, Instruction, and Support for EL

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Provide teacher training on implementation of ELD standards
- b. Promote teacher trainings at SDCOE EL trainings

Expected Annual Measurable Outcomes:

- Percentage of HQ teachers available to students will be 100% in English and Math
- 100% of teachers will participate in at least 6 PD sessions per year

Goal 4: Create a Safe and Supportive School Environment Conducive to Learning for all Students.

Goal 4 aligns with the following state priorities: parental involvement (#3), pupil engagement (#5), and school climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

4.1 Safe Schools

Applicable Student Groups: All

- a. Establish a School Safety Plan
- b. Develop a School Safety Committee to implement School Safety Plan (including Safety Drills)
- c. Provide training to ensure staff are informed, prepared, and compliant
- d. Develop a process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- e. Provide parents and students with opportunities for input into safety planning

4.2 Social, Emotional, and Behavioral Support Systems

Applicable Student Groups: All

- a. Train teachers in mental health crisis intervention
- b. Provide nursing services that include referrals and resources to support students' social-emotional health and well-being
- c. Develop a learning environment at each Resource Center that promotes positive behaviors and accountability
- d. Establish and Maintain low FTE ratio to ensure appropriate guidance, support, and monitoring of student behavior(s) and academic achievement.

- e. Counsel students in Pathway Options for matriculation and high school graduation

Expected Annual Measurable Outcomes:

- Suspension rate at 3% or less
- Expulsion rate at 1% or less
- 90% or higher satisfaction rate from students on safety from Annual Surveys
- 90% or higher satisfaction rate from parents on safety from Annual Surveys
- Compliant School Safety Plan

Goal 5: Maintain Parent and Community Engagement with Highly Regarded Neighborhood Resource Centers that Serve Students, Parents, and Communities.

Goal 5 aligns with the following state priorities: parental involvement (#3), pupil engagement (#5), and school climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

5.1 Parent and Community Engagement

Applicable Student Groups: All

- a. Provide opportunities and resources for parents and guardians to support student learning and college & career readiness
- b. Provide parent trainings on student engagement strategies and community involvement opportunities
- c. Implement annual Parent Surveys and analyze results
- d. Design website features and content to provide accurate and timely information to parents and community members
- e. Utilize web-based programs to increase parental engagement and involvement (Naviance, School Pathways Parent Portal)

5.2 Community Relations and Partnerships

Applicable Student Groups: All

- a. Establish community partnerships to support student and family engagement and learning
- b. Implement a marketing plan, utilizing strategies to inform parents and the community about enrollment options and resources at GSS available to them

5.3 English Learner Parents Engagement

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Establish an effective English Learner Advisory Committee for parents of EL students to provide input into Instructional Program
- b. Provide translation and interpretation services to facilitate effective communication and participation

Expected Annual Measurable Outcomes:

- 85% enrollment retention rates at resource centers to support a low dropout rate
- 75% of parent respondents will report providing input into school programs in 3 or more ways through Annual Survey
- Develop formal partnerships with community based organizations- Baseline + 10%

Element C: Methods of Assessment and Other Uses of Data

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

1. OVERVIEW

GSS shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the information in **Element B** for a description of the assessments GSS shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. GSS affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

2. ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of GSS. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures aligned to academic standards will provide meaningful insights about each student's achievement and GSS's effectiveness.

The assessment tools used at GSS shall include both standardized and performance-based assessments as guided by the state frameworks and standards. Assessment shall also promote and support reflection and self-evaluation on the part of students, staff, and parents.

Measures used at GSS shall include, but not be limited to, a variety of assessment tools to determine academic progress such as:

State-Mandated Tests

- CAASPP assessment system (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)
- California English Language Development Test (CELDT)
- Fitnessgram (PFT)

Local Assessments and Performance Indicators

- Pre-testing and post-testing of core content areas (i.e., reading, language usage, and mathematics), i.e., Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
- End-of-course examinations aligned to California state standards

- Participation (attendance)
- Dropout rate (1 year)
- Portfolios (evaluations made according to charter rubrics)
- Exhibitions
- Oral presentations
- Student/parent/mentor observations
- Performance-based and skill demonstrations

Other Measures

- Academic Grade Point Averages
- Completion of credits/coursework
- Suspension and expulsion rates
- Surveys

While the standards-based assessments will enable GSS to monitor both the individual student's and GSS's schoolwide performance, they may not fully meet the assessment needs of the students and the instructional teams with which they will work. Frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student shall be achieved through GSS's local assessments and performance indicators. In addition, students' self-reflection will be considered a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning. Therefore, to document student learning, alternative assessments used by GSS shall include end-of-course exams, projects, exhibitions, and other evaluations used during the instructional year. This is consistent with GSS's opportunities for choice and desire to encourage individual interests and talents. In addition to offering teachers a tool for gauging the students' progress, as well as their strengths and challenges, GSS's evaluation report will include procedures that bring students and parents into the assessment process. Together, these measures will provide a complete picture of the learning community at GSS. This complete picture will provide students, parents, teachers, and community the information needed to continuously improve.

3. USE AND REPORTING OF DATA

GSS shall implement a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. GSS shall make data available through the Student Information System (SIS) known as School Pathways. School Pathways will contain data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff shall have broad access to the SIS, and teachers shall have access to student data. The system will generate reports that are circulated to the administration, faculty, support staff, students, and parents. This data shall be collected and reported to the whole school on a monthly basis. GSS shall then publish a monthly report for the purposes of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders shall evaluate data including: school participation (attendance), credit completion rates, NWEA MAP scores, dropout rates, graduation rates, CAASPP results, and other measures of student school engagement, during monthly instructional meetings to improve the instructional and operational programs within the school. Data shall be disaggregated for subgroups and special populations to closely monitor the progress of EL students, homeless and foster youth, socially

disadvantaged students, and students in special education programs. At the end of the year, each monthly report will be compiled into an annual report document used to demonstrate success and identify areas of improvement for each school year.

Information on the educational performance and progress of students shall be regularly provided to all stakeholders. Data shall be shared with parents and other community stakeholders in a variety of ways. Parents will receive ongoing updates from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results shall be shared on the school's website, at parent trainings, during Open House, and at English Language Advisory Committee (ELAC) meetings. Results shall also be sent home to inform parents and students of their performance on assessments such as CELDT, CAASPP, and Fitnessgram. Parents and the community shall have open access to the annual School Accountability Report Card (SARC) posted on the GSS website, the CDE's Dataquest system, and Board of Directors meetings.

SARC and LCAP

GSS shall comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP) each year.

Element D: Governance Structure

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

1. NON-PROFIT PUBLIC BENEFIT CORPORATION

GSS shall be a directly funded independent charter school operated by Audeo Charter School, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter petition. Audeo Charter School is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for GSS's operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

GSS shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of GSS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by GSS as long as the District has complied with all oversight responsibilities required by law.

Attached, please find the Audeo Charter School Articles of Incorporation as [Appendix E](#), Bylaws as [Appendix F](#), and Conflict of Interest Code as [Appendix G](#).

2. BOARD OF DIRECTORS

GSS shall be governed by the Audeo Charter School nonprofit Board of Directors ("Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors unless changed by amendment to the bylaws. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Following are the names and biographies of the current Board of Directors.

Mary Searcy Bixby

Board President

Mary is the Founder and President of CSSD. Mary has over 34 years of experience in charter school developer, school administration, instruction, finance and governance. She has led public school programs working specifically with this type of targeted student population for the last 21 years. She has been a leader of the charter school movement in California. In 1995, she was the recipient of the first Senator Gary Hart Vision Award presented for contributions to the Charter School Movement. She is the President and CEO of the Altus Network of Charter Schools.

Gregg Haggart
Board Member

As the CEO of The Gildred Companies, Gregg leads this privately held company, which has been based in San Diego since 1925. In addition to adding to their portfolio of industrial and business parks throughout southern California, the company actively develops their land holdings and makes strategic investments in business ventures. The company is currently in late stage development of a 50 MW solar generation facility, which when completed, will be the largest solar project in San Diego County.

Gregg's background includes 30 years of financial, real estate and energy sector experience with industry leading companies including Sempra Energy, Honeywell and ABB. Leading high performance teams focused on the successful close of complex transactions and projects is an area of strength for Gregg.

A passionate advocate for students, Gregg has been a classroom volunteer for more than 15 years, either through Junior Achievement or his own programs and presentations crafted to support high school students. Along with educators from within the community, Gregg recently founded a non-profit STEM focused organization to benefit the underserved students of Borrego Springs.

Tim Morton
Board Member

Tim Morton is the CEO of Westland Financial Services. Mr. Morton has been in the financial services industry for over 30 years and has been at Westland for 8 years. Before joining Westland, Tim was President of James Mitchell & Co (JMC) for 12 years. JMC was one of the first firms to provide financial services support to banks and credit unions with over 600 Advisors working in the branches of financial institutions. Mr. Morton remains active in the financial services community, is a member of the Financial Planning Association and was elected in 2013 to be a member of FINRA's National Small Firm Advisory Board (SFAB). Tim has also served as a long-time member of the Board of Directors for the National Association of Broker/Dealers (NABD), an industry advocacy organization. His participation, willingness and industry expertise has contributed to assisting regulators with understanding the value of the Advisor Client relationship and the impact rules and regulations have on small business.

Mr. Morton was the Founder and President of Ramona Parks and Recreation Association (RPRA), a 501(c)(3) nonprofit and still serves a Chairman Emeritus. RPRA is the managing organization for nine non-profit groups who operate in the Ramona Water District Park Property and Community Center.

David Quezada
Board Member

Mr. David Quezada has been a teacher in San Diego for over 25 years. During his long career he has taught in a variety of educational environments including two SDUSD elementary schools, two SDUSD alternative schools and a SDUSD authorized charter school. David has a deep passion for students and has had experience serving on the Board of Directors for three different charter schools in San Diego County.

Board Meetings and Duties

The Board of Directors shall meet regularly, at least three times per year, and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of GSS including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.
- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.
- Approving the Charter School's personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may delegate any of these roles and responsibilities to any committee, officer, or other person(s) to the extent permitted by law, provided that the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised under, the ultimate direction of the Board.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Conflict of Interest Code and Compliance with Laws

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix G**. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.

GSS shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, as a non-profit public benefit corporation, Audeo Charter School shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

Board Training

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

3. SCHOOL COORDINATOR

The School Coordinator shall be the instructional leader of GSS. The School Coordinator will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The School Coordinator will report directly to the Board of Directors, and she/he will be responsible for the orderly operation of the school and the supervision of all employees in the school. The School Coordinator will be assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator will communicate and report to the Board of Directors as needed.

The School Coordinator shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks shall include, but are not limited to, the following:

- Ensure GSS enacts its mission and vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of GSS
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff

- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the facilities
- Promote GSS in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the GSS annual performance report, SARC, and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

4. PARENT INVOLVEMENT IN GOVERNANCE

A central tenet of GSS's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Student/Parent/Teacher Master Agreement (See **Element A: Educational Program**)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

Accordingly, part of GSS's educational plan is an agreement between parents and GSS known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of GSS's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

GSS's philosophy is that parents choose to send their children to GSS because they have high expectations of GSS and the benefits that they and their children will receive. In turn, GSS has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. GSS will encourage, but will not require, volunteer parent participation in the school.

Element E: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

1. OVERVIEW

GSS shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by state and federal law.

All staff shall operate under contracts with Audeo Charter School and be evaluated on an annual basis.

2. QUALIFICATIONS FOR ALL STAFF

The Board of Directors will be responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional and spiritual as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or academic performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed at GSS must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records check, proof of identity, right to work in the United States, and tuberculosis screening.

GSS considers the employees described below to be key to the success of GSS:

ADMINISTRATOR QUALIFICATIONS

The School Coordinator and any other administrator at GSS shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and

educational program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers and have experience using technology and data-analysis tools. Business experience is preferred. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices used in a variety of educational environments, current curriculum and standards, school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of California Common Core State Standards and Next Generation Science Standards.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

Additional qualifications are:

- Demonstrated successful leadership in an administrative position in a public school or private school, preferably but not necessary as a leader of a school and preferably has work with a board.
- Commitment to accountability, including a rigorous student testing regime.
- Experience or familiarity with data management and presentation and commitment to achieving students' academic goals.

TEACHER QUALIFICATIONS

GSS shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. GSS shall comply with Education Code Section 47605(l), which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would

be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at GSS and shall be subject to periodic inspection by the District.

GSS will work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers. Each student will be assigned to a teacher of record who will be responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School's operational policies.

GSS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students work assignments without the approval of the teacher of record, except to the extent permitted by law, in non-core, non-college preparatory courses.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be training in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.

OFFICE PERSONNEL QUALIFICATIONS

The School Clerk will be selected by the School Coordinator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Additional qualifications are:

- Demonstrate commitment to the mission and vision of the Charter School.
- Ability to collaborate with faculty and staff, students and parents.
- Ability to attend community events to represent the Charter School.

Element F: Health and Safety of Pupils and Staff

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, GSS shall develop and implement a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into GSS's student and employee handbooks and shall be reviewed on an ongoing basis by the School Coordinator and Board of Directors, and in GSS's staff development efforts. GSS shall submit a school safety plan to the District annually.

The following is a summary of the health and safety policies and procedures of GSS:

Procedures for Background Checks

Employees and contractors of GSS shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. GSS shall comply with Education Code Section 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony. The School Coordinator shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the School Coordinator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws.

Tuberculosis Risk Assessment and Examination

Faculty, staff and volunteers shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, as required by Education Code Section 49406.

Immunizations

All enrolled students and employees shall be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

GSS shall adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. GSS shall adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by GSS.

Diabetes

GSS shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

GSS will develop a School Safety Plan drafted specifically to the needs of the facility ([Appendix H](#)), which is based on a commonly used California public school template. This Safety Plan includes, but is not limited to, the following: disaster response, emergency lockdown procedures, loitering law, going to and from school safely, and evacuation maps.

Staff shall be provided training on emergency and first aid response.

Blood Borne Pathogens

GSS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

GSS shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

GSS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. GSS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. GSS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

GSS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GSS shall develop and implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at GSS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with GSS's discrimination and harassment policies.

Element G: Means to Achieve Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

GSS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics).

GSS shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District for prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

GSS shall monitor and report the diversity of the school's student population on an annual basis.

Element H: Admission Requirements

Governing Law: *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

GSS shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. GSS shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

GSS shall admit all pupils who wish to attend GSS. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. GSS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at GSS. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at GSS. The determination of school capacity shall be based on GSS's academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of GSS, and the level of interest shown by students who want to attend GSS.

Admission of a pupil to GSS shall be consistent with state laws and regulations governing independent study programs.

The GSS admission process will be comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

After admission, GSS shall have the following requirements that must be met by each student and their family before beginning school at GSS:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations required by charter schools
- Signed Parent/Teacher/Student Master Agreement
- Provide school records and test results
- Voluntarily choose to enroll in the school

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, GSS shall hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be as follows:

1. Students currently attending GSS
2. Residents of the Grossmont Union High School District
3. Siblings of existing students of GSS
4. All other students

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list shall allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the GSS website.

Element I: Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

An annual independent financial audit of the books and records of GSS shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of GSS shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

An audit committee of the Board of Directors shall oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the school's financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. GSS shall strive to maintain the highest level of internal control and comply with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan that focuses on the issue identified and presents a timeline for rectifying the concern and which shall be submitted to the Board of Directors. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that GSS has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of GSS will be public record to be provided to the public upon request.

Element J: Pupil Suspension and Expulsion Procedures

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(f).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at GSS. In creating this policy, GSS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* GSS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as GSS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. GSS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The GSS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator's office.

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

A student identified as an individual with disabilities or for whom GSS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. GSS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom GSS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to

school activity or school attendance occurring at 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.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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 section, “hazing” does not include athletic events or school-sanctioned events.
 - r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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 section, “hazing” does not include athletic events or school-sanctioned events.
 - q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or

intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been

adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or GSS employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 GSS 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 (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with GSS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If GSS 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. Upon a recommendation of expulsion by the School Coordinator or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Audeo Board of Directors following a hearing before it, or by the Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the

pupil or a member of the Audeo Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of GSS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at GSS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

GSS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn

declarations that shall be examined only by GSS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. GSS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, GSS must present evidence that the witness' presence is both desired by the witness and will be helpful to GSS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 GSS.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

J. Disciplinary Records

GSS shall maintain records of all student suspensions and expulsions at GSS. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from GSS as the Audio Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. GSS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from GSS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to GSS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or GSS shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to

determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon GSS's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

GSS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that GSS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, GSS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If GSS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If GSS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the GSS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and GSS agree to a change of placement as part of the modification of the behavioral intervention plan.

If GSS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then GSS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or GSS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or GSS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and GSS agree otherwise.

5. Special Circumstances

GSS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated GSS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if GSS had knowledge that the student was disabled before the behavior occurred.

GSS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to GSS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other GSS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other GSS supervisory personnel.

If GSS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If GSS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. GSS shall conduct an expedited evaluation if requested by

the parents; however the student shall remain in the education placement determined by GSS pending the results of the evaluation.

GSS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Certificated employees of GSS shall be members of the California State Teachers' Retirement System (CalSTRS) and classified employees may be members of the California Public Employees' Retirement System (CalPERS). GSS shall inform all applicants for positions within GSS of the retirement system options for employees of GSS. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

GSS shall make all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend GSS. Students who reside within the District who choose not to attend GSS may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in GSS shall be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in GSS, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at GSS. Employees of the District who choose to leave the employment of the District to work at GSS will have no automatic rights of return to the District after employment by GSS unless specifically granted by the District through a leave of absence or other agreement. GSS employees shall have any right upon leaving the District to work in GSS that the District may specify, any rights of return to employment in a school district after employment in GSS that the District may specify, and any other rights upon leaving employment to work in GSS that the District determines to be reasonable and not in conflict with any law.

All employees of GSS shall be considered the exclusive employees of Audeo Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to GSS. Employment by Audeo Charter School provides no rights of employment at any other entity, including any rights in the case of closure of GSS.

Element N: Dispute Resolution Procedures

Governing Law: *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

1. DISPUTES BETWEEN GSS AND THE DISTRICT

The staff and Board of Directors of GSS and the District shall agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. The intent of this dispute resolution process is to (1) resolve disputes within GSS pursuant to the school's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

GSS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. GSS is willing to consider changes to the process outlined below as suggested by the District.

GSS and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between GSS and the District regarding the terms of this charter or any other issue regarding GSS and the District's relationship, GSS staff, employees and Board members and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the GSS School Coordinator. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, GSS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The GSS School Coordinator or designee and District Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the School Coordinator and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and School Coordinator or their designees shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the School Coordinator. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and GSS. If mediation does not resolve the

dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and GSS.

2. INTERNAL DISPUTES

Disputes arising from within GSS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by GSS. The District shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The District shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to GSS has occurred, or if the Board of Directors has requested the District to intervene in the dispute, or if otherwise required by law.

Element O: School Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

Closure of GSS shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Business Officer as the person responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of GSS, the District, the San Diego County Office of Education, GSS's SELPA, the retirement systems in which GSS's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of GSS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close GSS.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, GSS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232(g). GSS will ask the District to store original records of GSS students. All student records of GSS shall then be transferred to the District upon school closure. If the District will not or cannot store the records, GSS shall work with the San Diego County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, GSS will prepare final financial records. GSS will also have an independent audit completed within six months after closure. GSS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by GSS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any

reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to GSS.

GSS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of GSS, all assets of GSS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GSS, remain the sole property of Audeo Charter School and, upon the dissolution of the Audeo Charter School non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Audeo Charter School shall remain solely responsible for all liabilities arising from the operation of GSS.

As GSS shall be operated Audeo Charter School, a non-profit public benefit corporation, should the corporation dissolve with the closure of GSS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

GSS will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

1. BUDGET AND FINANCIAL REPORTING

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached, please find GSS's financial statements, including budgets (**Appendix I**), budget assumptions (**Appendix J**) and cash flow (**Appendix K**) for the first four years of operation. These documents are based upon the best data available to GSS at this time, including the most recent financial projections under the Local Control Funding Formula.

GSS shall provide reports to the District and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of GSS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

GSS shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

GSS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, GSS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

GSS shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. GSS shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. GSS shall ensure a high level of fiscal accountability. GSS shall adopt an annual budget prior to July 1 of each year. GSS shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

2. INSURANCE AND INDEMNIFICATION

GSS shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. GSS shall maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the District:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$1,000 deductible, a \$100,000 Self Insured Retention and an excess policy limit of \$500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.
- Auto, general liability and wrongful acts, including errors and omissions, with a \$1,000 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is underwritten by General Reinsurance.
- Additional coverage in excess of \$5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of \$50,000,000 per occurrence.
- Employment practices liability coverage with a \$1,000 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is provided by General Reinsurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention and limits of \$900,000 with Am Trust/WESCO. Excess workers' compensation with statutory limits is underwritten by Safety National Insurance Company.

The District Board of Education shall be named as an additional insured on all policies of GSS. Evidence of the above insurance coverage shall be provided to the District any time upon request.

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of GSS. GSS shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or

agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

3. ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

GSS shall provide its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration, through employees of Audeo Charter School.

Pursuant to Education Code Section 47604.32, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, GSS shall pay the District an oversight fee in accordance with Education Code Section 47613.

4. FACILITIES

Governing Law: *The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

As GSS is a non-classroom based/independent study charter school, it is understood that GSS shall serve students throughout San Diego County and adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, GSS shall utilize resource centers within the meaning of Education Code Section 47605.1(c).

Following is a list of GSS's resource center locations:

- El Cajon Resource Center
111 Fletcher Parkway
El Cajon, CA 92020
- Paradise Valley Resource Center
123 Worthington St. Suite 104
Spring Valley, CA 91977
- La Mesa Resource Center
5975 Severin Drive
La Mesa, CA 91942

GSS affirms that its resource centers shall be (1) used exclusively for the educational support of students who are enrolled in GSS's nonclassroom-based independent study program, and (2) GSS shall provide its primary educational services in, and a majority of the pupils it shall serve are residents of, San Diego County.

The following location is designated for GSS administrative offices:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)
10170 Huennekens Street
San Diego, CA 92121

GSS will use the following locations only for administrative purposes and staff professional development:

- Old Town Office
2243 San Diego Avenue, Suite 115
San Diego, CA 92110
- Bonita Training Center
3252 Bonita Road
Chula Vista, CA 91910

GSS will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the District.

5. TRANSPORTATION

GSS shall not provide transportation to and from school, except as required by law.

6. ATTENDANCE ACCOUNTING

GSS shall implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

7. OVERSIGHT

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of GSS not to exceed one (1) percent of the revenue of GSS. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

8. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

GSS shall be operated by Audeo Charter School, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated 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. GSS 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 GSS.

Further, GSS and the District shall enter into a memorandum of understanding, wherein GSS shall indemnify the District for the actions of GSS under this charter.

The corporate bylaws of Audeo Charter School shall provide for indemnification of the Board, officers, agents, and employees, and Audeo Charter School shall maintain general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by GSS's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of GSS.

The Audeo Charter School Board of Directors shall implement appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the establishment of GSS, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. GSS is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, GSS pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter term from July 1, 2017 through June 30, 2022 in accordance with Education Code Section 47605 and its implementing regulations.

Appendices

Sample Scope and Sequence for Grades 10 & 8

Appendix A

Scope, Sequence & Assignments – English 10

Discipline: English

Grade level: 10th

Title of course: English 3, 4

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: English 9, 10

Textbook & Materials: The InterActive Reader Plus and/or The Language of Literature (Blue).

Full Length Novels: Farewell to Manzanar and To Kill a Mockingbird

Overview:

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy in an attempt to address the Essential Question, “What does it mean to find one’s voice and question one’s rights?” They will be asked to examine focusing questions such as, “Are people essentially good or essentially evil?” Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes of social injustice and social advocacy using a variety of mediums including textbooks, novels, videos and the various web 2.0 technology.

This course is required of all students in grade ten. The course content includes the thematic study of literature in major genre areas: short story, nonfiction, poetry, drama, and the novel. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized in each unit.

1. Students learn how to analyze literature from a number of genres, interpret a variety of literary themes, and apply the analyses to their own experiences.
2. Students will demonstrate knowledge and skills in writing, reading, and English comprehension appropriate to the 10th grade level.
3. Students write coherently and communicate orally within a wide range of mediums and styles.
4. Students read and comprehend a wide range of fiction and non-fiction grade-appropriate materials.
5. Students solve problems and think critically by completing individual projects and assignments.
6. Students understand global and societal issues through reading, writing, listening, speaking and research.

Students will distinguish and apply reading, writing and research strategies that will aid in successful literacy strategies. Students will employ strategies they have acquired to respond to questions and writing prompts that follow the reading selection. Students will also utilize scoring rubrics to evaluate their work product. Literary Essay: Expository/Persuasive: After reading the assigned novels students will write an expository or persuasive essay. Students will gain exposure to formulas for successful writing which will aid in composing their essay. In alignment with the formulas for successful writing, students will complete the following steps:

- Students will choose to discuss the use of symbolism in the novel or discuss a major theme of the novel.
- Students will collect and evaluate information from the readings.
- Students will develop thesis statements based on information about the literary topic they have chosen.
- Students will write a literary essay, one to two pages in length typed, double spaced, 12 font, and Times New Roman using MLA format.

Essay based on expository information, students will select an incident to write about. Students will then analyze both a strong student model and a weak student model. Students will emulate the strong student example given in the lesson guide and utilize skills developed through their practice of the writing process (pre-writing, revising, editing, and proofreading) and develop a five paragraph essay. Students will utilize the rubrics for evaluation found in the textbook and other resource information, in order to further evaluate their writing sample. The essay must include:

- Students will utilize the Rubrics for Evaluation worksheet provided to evaluate their essay
- Final draft using MLA format, typed, double spaced, 12 font, and Times New Roman one to two pages in length, five paragraphs

Letter Writing: Letter to the President: Based on the novel, Farewell to Manzanar, Students will examine the background of the story and respond to a letter written in 1983, by 41st President George H. W. Bush, entitled A Letter to Japanese Americans.

- Students will use business letter format for their response.
- Students will direct their letter to former President George W. Bush.
- Students will highlight central ideas or images presented to the reader in A Letter to Japanese Americans.
- Students will use appropriate vocabulary, tone, and diction.
- Students will respond to one or more passages from the letter.
- Students will reflect their own personal views and opinions of the passages selected.

Students will write coherent, thoughtful essays combining narrative and persuasive strategies. Students will write and speak using conventions of English grammar and usage correctly.

1. Fiction

- a. Students will understand and appreciate a short story, examine plot, cause and effect, and learn vocabulary.
- b. Students will recognize conflict in short fiction and predict events in a story.
- c. Students will learn and enjoy a classic horror story and examine mood.

- d. Students will understand and appreciate a novel, write responses to literature, and demonstrate a comprehensive understanding of significant ideas of literary works.
- 2. Nonfiction
 - a. Students will understand and appreciate narrative nonfiction and identify elements of storytelling.
 - b. Students will understand and appreciate a memoir and write an effective personal memoir based on their understanding of the foregoing.
 - c. Students will understand and appreciate important speeches, analyze text and differentiate speeches from other forms of literature.
- 3. Poetry
 - a. Students will understand and appreciate poetry and examine rhyme scheme, free verse, and paraphrase poetry.
 - b. Students will understand and appreciate a ballad, make inferences, and learn literary terms.
- 4. Drama
 - a. Students will understand and appreciate a classical drama, blank verse, and a Shakespearean play.
- 5. Writing
 - a. Students will write coherent and correct autobiographical essays indicating their understanding of English grammar usage.
 - b. Students will provide clear and purposeful information and address the intended audience appropriately.
 - c. Students will pass an end of course examination which includes a response to literature essay.

All genres include some/all of the following: Standardized Test Practice, Reading comprehension activities, Response to Literature, Essays graded with rubrics, Creative writing assignments, Literary analysis End of Course Exam, Comprehensive exams for each semester course. Students cannot pass the course without passing the end of course exam.

Students will read *Farewell to Manzanar*, a full length novel, in its entirety by Jeanne Wakatsuki Houston and *To Kill a Mockingbird*, a full length screenplay, in its entirety by Horton Foote, based on the novel by Harper Lee. The students will research a current event topic using CNN and create an original speech to be performed and critique by an small audience of their peers and teacher. Using Naviance, the students will engage in career exploration building their capacity toward college and career readiness. They will complete several activities related to the career exploration assignments.

Module 1: Textbook: The Interactive Reader Plus and/or The Language of Literature (Blue).

Objectives:

- 1. Understand and appreciate a science fiction short story, understand the theme of the story, Satire, and inference.
- 2. Understand and appreciate essays, understand plot development, recognize sequence of events.

3. Understand and appreciate a classic short story, recognize the author's use of prediction, foreshadowing, and vocabulary.
4. Understand and appreciate a Shakespeare's World, Theater and Legacy.

English 3 Assignments:

- **Lesson 1:** Interactive Reader pp. 2-14; Textbook pp.20-29 - Read "Harrison Bergeron": Understand and appreciate a satirical science-fiction short story. Complete all the activities assigned in the lesson guide.
- **Lesson 2:** Interactive Reader pp. 33-49; Textbook pp. 71-81 - READ "A Sound of Thunder": Understand and appreciate a science fiction short story, understand vocabulary, literary analysis & the author's use of foreshadowing. Complete all activities assigned in the lesson guide.
- **Lesson 3:** Interactive Reader pp. 74-80 & 81-85; Textbook pp. 171-173 & 174-177 - READ "Through The One Way Mirror" and "The Border A Glare of Truth": Understand and appreciate an essay, understand the theme of each nonfiction selection and the authors use of comparison and contrast, complete all activities assigned in the lesson guide.
- **Lesson 4:** Interactive Reader pp. 117-127; Textbook pp. 387-393 - READ "One Thousand Dollars": Understand and appreciate a classic short story, recognize the author's use of prediction, vocabulary, cause and effect. Complete all activities assigned in the lesson guide.
- **Lesson 5:** Textbook pp. 683-685 - READ "Shakespeare's World": Understand and appreciate a Shakespearean Drama, create an informational document, complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]

Module 2: Textbook: The InterActive Reader Plus and/or The Language of Literature (Blue). Novel: Farewell to Manzanar

Objectives:

1. Understand and appreciate a drama, understand a Shakespearean Play and the idea of a Tragic Hero.
2. Understand Informational text.
3. Understand and appreciate a memoir, analyze historical events and organize facts.
4. Examine what it means to question one's rights.

Assignments:

- **Lesson 6:** Textbook pp. 686-687 - Read "Shakespearean Drama": Understand academic vocabulary; understand the qualities of a tragic hero. Watch the play Julius Caesar. Complete all activities assigned in the lesson guide.
- **Lesson 7:** Complete Roman History: Inquiry and Research Final Project. Understand and appreciate: Textbook Features. Complete all activities assigned in the lesson guide.
- **Lesson 8:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. Literary Analysis and Active Reading. Myths, Prejudices, War, and Pearl Harbor. Complete all activities in the lesson guide.

- **Lesson 9:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 1-4. Literary Analysis and Active Reading. Analyze Japanese American s in internment camps, vocabulary development. Complete all activities in the lesson guide.
- **Lesson 10:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" ch 5-9. Literary Analysis and Active Reading. Mini Project and comprehension. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]

Module 3: Novel: Farewell to Manzanar

Objectives:

1. Understand and appreciate a memoir.
2. Understand the organization of Poetry.
3. Be able to navigate the internet to research historical documents.
4. Be able to create an argumentative essay outline.
5. Be able to write an argumentative essay.

Assignments:

- **Lesson 11:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 10-14. Literary Analysis and Active Reading. Poetry and vocabulary development. Using prior knowledge and contextual clues. Complete all activities assigned in the lesson guide.
- **Lesson 12:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 15-18. Literary Analysis and Active Reading. Prejudice, Discrimination, challenging authority, web quest activity. Complete all activities assigned in the lesson guide.
- **Lesson 13:** Novel Lesson Guide - READ "Farewell to Manzanar": Understand and appreciate a memoir. "Read" Ch 19-22. Literary Analysis and Active Reading. Creative project. American military member, comprehension questions. Complete all activities assigned in the lesson guide.
- **Lesson 14:** Novel Lesson Guide - "Farewell to Manzanar": Understand and appreciate a novel. Literary Essay: Argumentative Outline. Complete all activities assigned in the lesson guide.
- **Lesson 15:** Lesson Guide: "Farewell to Manzanar": Understand and appreciate a memoir. Rough Draft and Final Draft of argumentative essay. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]

Module 4: Lesson Guide. Naviance.

1. Understand current events and provide a summary/opinion on the topic.
2. Be able to write and recite a speech.
3. Understand how to Navigate Naviance to focus your chosen pathway.

Assignments:

- **Lesson 16:** Lesson Guide: CNN News – Current Event. Complete all activities assigned in the lesson guide.
- **Lesson 17:** Lesson Guide: Current Event Speech. Complete all activities assigned in the lesson guide.
- **Lesson 18:** Naviance: Finding your voice through Pathway Identification. Complete all activities in the lesson guide.
- **Lesson 19:** Personalized Lesson – See your teacher.
- **Lesson 20:** Take Closed Book End of Course Exam in Class and a formal essay.

[CA State CCSS Standards 9-10]

Module 1: Textbook: The InterActive Reader Plus and/or The Language of Literature (blue).

Objectives:

1. Understand and appreciate a short story, examine situational irony, vocabulary development, literary analysis and active reading.
2. Examine interpretation, use of symbols, and conflict. Understand Clues, inferences, diction, and tone.
3. Understand and appreciate a classic Greek Tragedy, examine a Sophocles play and the concept of challenging authority.

English 4 Assignments:

- **Lesson 1:** Interactive Reader pp. 167-178; Textbook pp. 546-554 – READ "Two Friends": Understand and appreciate a short story, understand situational irony and the theme of war and friendship. Literary analysis and active reading. Complete all activities assigned in the lesson guide.
- **Lesson 2:** Interactive Reader pp. 292-304; Textbook pp. 823-832 – READ "A White Heron": Understand and appreciate a short story, interpretation, loyalty, money, literary analysis and vocabulary. Complete all activities assigned in the lesson guide.
- **Lesson 3:** Interactive Reader pp. 347-356; Textbook pp. 1091-1098 – READ "The Acts of King Arthur and His Noble Knights": Understand and appreciate a short story, love, admiration, passion, examine clues and make inferences, literary analysis and active reading. Complete all activities assigned in the lesson guide.
- **Lesson 4:** Textbook pp. 1020-1031 – READ "Antigone", READ Prologue, Parados, Scene 1, and Ode 1: Understand and appreciate a classic Greek tragedy, examine challenging authority, loyalty, personal beliefs, create an informational document. Complete all activities assigned in the lesson guide.
- **Lesson 5:** Textbook pp. 1032-1051 – READ "Antigone": Scene 2-4 and Ode 4: Understand and appreciate a classic Greek tragedy, examine challenging authority, loyalty, personal beliefs, analyze and examine the loitering law, complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]

Module 2: Textbook: The Language of Literature (blue). Novel: To Kill a Mockingbird.

Objectives:

1. Understand and appreciate a classic Greek Tragedy, examine a Sophocles play and the concept of challenging authority.
2. The students will be able to complete research by using multiple resources.
3. Analyze and evaluate classical drama and a tragic hero.
4. Understand and appreciate a novel, understand and evaluate social justice, courage, and morality.

Assignments:

- **Lesson 6:** Textbook pp. 1052-1060 – READ "Antigone": READ Scene 5, Paeon, Exodos. Literary Analysis & Active Reading. Complete all activities assigned in the lesson guide.
- **Lesson 7:** Textbook pp. 1019 – Antigone: Complete a research assignment on Athenian Women or the Classical Age. Complete all activities assigned in the lesson guide.
- **Lesson 8:** Novel Lesson Guide – READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 1-4. Complete research assignment and understand historical background. Vocabulary development. Complete all activities assigned in the lesson guide.
- **Lesson 9:** Novel Lesson Guide – READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 5-8. Create a mini project – Jim Crow Laws or Brown vs. Board of Ed. Literary Analysis and active reading. Complete all activities assigned in the lesson guide.
- **Lesson 10:** Novel Lesson Guide – READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 9-12. Create a mini project – Defending Tom Robinson or real world courage. Vocabulary Development. Literary Analysis and active reading. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]

Module 3: Novel: To Kill a Mockingbird.

Objectives:

1. Understand and appreciate a novel, understand and evaluate social justice, courage, and morality
2. Be able to question the idea of people being essentially good or evil. Respond to literature.
3. Be able to write a persuasive essay.
4. Be able to create a critical thinking essay outline.

Assignments:

- **Lesson 11:** Novel Lesson Guide – READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 13-17. Complete writing assignment. Complete all activities assigned in the lesson guide.
- **Lesson 12:** Novel Lesson Guide – READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 18-23. Complete all activities assigned in the lesson guide.

- **Lesson 13:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 24-28. Identify and evaluate theme with quotes and passages. Create a closing argument/persuasive writing. Complete all activities assigned in the lesson guide.
- **Lesson 14:** Novel Lesson Guide - READ "To Kill a Mockingbird": Understand and appreciate a novel. "Read" Ch 29-31. Watch To Kill a Mockingbird film, answer comprehension questions, Vocabulary development, Literary Analysis & Active Reading. Complete all activities assigned in the lesson guide.
- **Lesson 15:** Novel Lesson Guide: Understand and appreciate a novel. Literary Essay: Critical thinking outline. Complete all activities assigned in the lesson guide.

[CA State CCSS Standards 9-10]

Module 4: Novel: To Kill a Mockingbird.

Objectives:

1. Understand and appreciate informational text.
2. Be able to write a research paper.
3. Be able to write and recite a speech.

Assignments:

- **Lesson 16:** Novel Lesson Guide: Understand and appreciate a novel. Rough draft and final draft of critical thinking essay. Complete all activities assigned in the lesson guide.
- **Lesson 17:** Lesson Guide: CNN News - Current Events. Complete all activities assigned in the lesson guide.
- **Lesson 18:** Lesson Guide: Current Events Speech. Complete all activities assigned in the lesson guide.
- **Lesson 19:** Lesson Guide: Naviance: Finding one's Voice Using Career Exploration: Understand and appreciate career exploration through the cluster finder, career requirements and finding what your path. Complete all activities assigned in the lesson guide.
- **Lesson 20:** Take closed book End of Course Exam in class including a formal essay.

[CA State CCSS Standards 9-10]

Discipline: Mathematics

Grade level: 10th

Title of course: Integrated Math 2a, 2b

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: Integrated Math 2 standards

Textbook & Materials: Integrated CME Project Mathematics II
Educational Development Center Inc.

Course Overview:

This course is designed to have students take the mathematics knowledge they obtained in middle school and formalize their learning while expanding upon it. Through independent exploration, teacher facilitated workshops, and various homework assignments, students will be asked to conceptualize standards ranging from Algebra to Statistics and Probability. In so doing, students will build upon their knowledge of mathematics by focusing on six significant areas: (1) understanding numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. Activities involving these important areas will allow students to actively address the eight Mathematical Practices as outlined in the California Common Core Mathematics for Integrated Mathematics 1.

Unit Description:

Topics:

- Arithmetic to Algebra
- Expressions and Equations

In this unit, students will explore the key learning habits of seeking patterns, as well as, algebraic and analytic extension. The Table of Arithmetic uses the addition and multiplication tables to help students learn about adding and multiplying integers as well as the basic rules of arithmetic. Students look from patterns in the addition and multiplication tables and then use these patterns to discover rules for arithmetic with negative integers. The number line proves that the rules of integers apply to real numbers. Students will explore the reasons why basic arithmetic algorithms work. Students will investigate that algebra is not only about finding a method that works, but also it involves discovering

why such method works. Students will use substitution to see why equations and identities might be true. Students will solve equations using a backtracking method where this involves undoing each series of mathematical steps in reverse order to find the starting number. With the use of word problems, students interpret situations in order to build equations.

At the close of this unit, before completing questions that review the unit and prepare them for a unit test, students are asked to answer specific questions that allow them to reflect on what they have learned throughout the unit. This allows students to make sense of various problems and justify their answers by using modeling, appropriate tools, and reasoning. One example of such a problem asks students to explore the area and perimeter of a given rectangle. Based on the different criteria given, students investigate how the area and perimeter of the rectangle change, with the use of variables. In so doing, students have used algebraic knowledge and independent examination to understand when and where to use variables appropriately.

Unit Description:

Topics:

- Graphs
- Lines

In this unit, students will explore the coordinate plane and draw figures by connecting points that have been plotted. Students begin thinking about the effects of certain types of linear transformations have on the points. Students also look at using an equation to build a set of data and using the graph of equation to represent the solutions set of that equation. Students will determine the slope between two points and explore its applications as a rate of change, which leads to the assumptions that the slope between any two points along a line will be constant. Students think about what it means for a point to be on a line. They use the assumption that three or more points are collinear if the slope is the same between each pair of points. Students test a point to see if it is collinear with a pair of points, and repeat the test for several points. They keep track of the steps and use them later to build an algorithm and find the solution, “point-tester”, to the equation of the line that contains the points. Students will solve a series of linear equations and use the basic rules of algebra to find the “best” form of linear equations for a given situation. Students then explore the relationship between a series of equations and the intersection points of their graphs. Students will also look at a few applications of lines and solve inequalities of one and two variables. Through this unit, students gain more experience working with lines, their equations, and their graphs.

In this unit, students are building upon their mathematical knowledge through the exploration of various graphs and lines. Students will learn how information can be displayed as an algebraic expression/equation and visually, as in a graph. They will utilize graphs as tools to better understand how to solve equations and/or inequalities. One particular assignment asks student to compare and

contrast the solutions of inequalities and solutions of equations, while explaining the characteristics of their relative graphs. In doing so, students will be able to see the relationship between graphs and equations/inequalities.

Unit Description:

Topics:

- Exponents and Functions
- Statistics and Fitting Lines

In this unit, students are tasked with using their judgment to decide the best method of representing data to answer certain questions. Using Statistical Data students explore a variety of methods for displaying and analyzing data, and encourage them to make informed conclusion regarding the data. Students use some basic statistical concepts (such as mean, median, and mode), and learn to represent data using histograms, stem-and-leaf displays, box-and-whisker plots, and scatter plots. With the use of data, students will also consider tables of numbers which follow a trend instead of a specific algebraic rule. These types of tables often come from data collected in experiments or surveys. There is usually no useful simple function that fits such data exactly. Therefore, students also study functions that approximate data. The “basics” of functions are introduced and students learn that the concept of a function is a “predictable” machine that always produces the same output for a particular input. Student will first generate their own rules, given sets of inputs and outputs. Students then are able to generate tables, algebraic expressions and ultimately graphs. Students will use formal algebra for expressing rules (such as $f(x)$ notations and the concept of domain). Students will work with functions and nonfunctions alike. Students will also revisit the basic habit of extending patterns and concepts to generate new mathematical knowledge, such as finding sensible definitions for zero and negative exponents. Lastly, students are introduced to recursive rules and will use these rules to describe some tables.

After being introduced to functions and independently exploring their uses, one assignment in this unit gives students a list of scenarios/situations. Upon further investigation of these scenarios, students are expected to determine whether or not they are functions. Based on their answers, students are then asked to explain what a function is and why these scenarios qualify as functions. Furthermore, students are expected to come up with their own situation that can be represented as a function while identifying the dependent and independent variables in their equation.

Unit Description:

Topics:

- Introduction to Geometry

- Congruence and Transformations

This unit also encourages students to articulate their ideas clearly, give precisely reasoned arguments, and discuss and refine their ideas with other students as they investigate through their introduction of Geometry. Students are required to visualize objects and draw two-dimensional and three-dimensional objects. Such figures will be drawn by students by a set of directions or by naming the features of the objects (parallel lines, right angles, symmetry). Students will discover the difference between a drawing and a geometric construction. They construct triangles and look for invariants in their angle measures, construct perpendicular bisectors to reflect points over a line, and perform many other constructions both with compass and straightedge and with paper folding. Lastly, student will have an opportunity to use geometry software. Through Cartesian coordinates, students have the opportunity to translate the theorems that have been studying in geometry in to specific algebraic calculations. By looking at geometry through the lens of algebra, students develop insights into both fields. By looking at congruence-preserving transformations (reflections, rotations, and translations), students can develop a deeper understanding of congruence. Students will investigate the triangle congruence postulates and introduces the idea that congruent parts of congruent triangles are congruent, or CPCTC. While students are exploring transformations they will use paper folding and constructions to explore reflections and composition of reflections. Students also generate translations and rotations. Students will lastly study the midpoint and distance formulas, prove whether three points are collinear, and identify parallel and perpendicular lines.

In this unit, students are introduced to geometry concepts. After completing assigned problems that highlight California Common Core Standards in math for this unit, one particular assignment, gives students three of the four coordinates of a rectangle. From the given coordinates, students are asked to find the coordinates of the missing vertex, points that lie in, on, and around the rectangle. To further solidify what they have learned, students are asked extension questions regarding the same given rectangle. Students are asked to find distance, midpoints, and equations of lines that would go through a particular vertex. As they answer these questions, students are justifying their answers through calculations and reasoning.

Module 1:

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.

5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180° .
9. Use a variety of ways to write and present proofs.
10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2a Assignments:

- **Lesson 1:** Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.
- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.
- **Lesson 3:** Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.

Scope, Sequence & Assignments – Integrated Mathematics II

- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.
- **Lesson 5:** Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[CA Common Core Standards: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.
5. Identify corresponding parts of similar triangles.
6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.
7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r^2 .
8. Approximate areas of closed curves with linear approximation.
9. Approximate perimeters of closed curves with linear approximation.
10. Establish that the area of a regular polygon is half the perimeter times the apothem.
11. Develop and use the formula $A = pr$.
12. Develop and use the formula $C = 2pr$.
13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.
- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.
- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.
- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.
- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[CA Common Core Standards: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.

7. Prove theorems using similarity.
8. Calculate the distance between two points with given coordinates.
9. Calculate the coordinates of the midpoint of a segment.
10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.
11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.
12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.
13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.
14. Understand and use Cavalieri's Principle.
15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679. Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.
- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.
- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.
- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[CA Common Core Standards: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course comprehensive Exam.

[CA Common Core Standards: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Module 5:

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180° .
9. Use a variety of ways to write and present proofs.
10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2b Assignments:

- **Lesson 1:** Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.
- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your

Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3:** Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.
- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.
- **Lesson 5:** Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[CA Common Core Standards: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.
5. Identify corresponding parts of similar triangles.
6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.
7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r^2 .
8. Approximate areas of closed curves with linear approximation.
9. Approximate perimeters of closed curves with linear approximation.
10. Establish that the area of a regular polygon is half the perimeter times the apothem.
11. Develop and use the formula $A = pr$.
12. Develop and use the formula $C = 2pr$.

13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.
- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.
- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.
- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.
- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[CA Common Core Standards: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3:

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.

3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.
8. Calculate the distance between two points with given coordinates.
9. Calculate the coordinates of the midpoint of a segment.
10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.
11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.
12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.
13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.
14. Understand and use Cavalieri's Principle.
15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679. Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.
- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.
- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.
- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You

to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[CA Common Core Standards: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4:

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course Comprehensive Exam

[CA Common Core Standards: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Discipline: Science

Grade level: 10th

Title of courses: Chemistry 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards

Textbook & additional resources: Modern Chemistry

Author: Raymond E. Davis

Course Overview:

Through independent problem-solving activities, laboratory exercises, teacher demonstrations, guided instruction, and discussions, text and supplementary readings, and homework assignments, students will explore how chemists in the real world attempt to solve problems and how the chemical aspects of their environment interact and can be controlled to benefit their daily lives. Emphasis is placed on the in-depth study of chemical topics, and involves a more rigorous and mathematically oriented study. Development of the major concepts of matter and the changes which matter undergoes, atomic structure, chemical bonding, chemical reactions, and behavior of solutions is enhanced by laboratory experimentation, critical thinking, and problem solving activities.

The laboratory component of the course involves students in techniques that are specific to principles of chemistry. Technology is infused throughout the curriculum. All student activities have clearly defined goals for both the content material covered and the thinking skills involved. Laboratory activities are to have clearly labeled safety precautions and hazardous waste disposal procedures. This course is designed for students who have demonstrated considerable interest and outstanding achievement in science and math and is intended to help students meet the California state science standards.

The students will take a comprehensive end of course exam. The exam will incorporate all aspects of the course as well as a lab assignment conduct at the end of the exam.

Required Lab Supplies

Mass, Measurements, and Density Lab:

- Digital scale
- Metric Ruler
- Customary Ruler
- Graduated Cylinder
- Distilled Water

- Block of Wood
- Small Rock
- Calculator

Family of Elements Lab

Lab-Aids Family of Elements Lab Kit

Conductivity Lab:

- Conductivity apparatus: 9 volt battery with a light bulb and electrical leads
- Five 25ml beakers or plastic disposable water cups.
- Spoon
- Stirring rod
- Wash bottle
- One 10ml graduated cylinder

Below are the conversions to use household items:

1 gallon of distilled water

5ml oil = 1 tsp

2g cornstarch = 3/4 teaspoon (tsp)

2g sodium chloride = 1/4 tsp table salt

2g sodium bicarbonate = 1/4 tsp baking soda

Oxidation-Reduction Lab:

30ml Copper sulfate solution

- 20 Cups, clear plastic
- 30ml Iodine solution
- 40 Medicine cups
- 1 set Metals (copper, iron, and nickel pellets)
- 20 pipettes, plastic
- 10 rulers
- 25g sodium chloride
- 10 spot plates
- 3 steel wool pads
- 20 test tubes
- 30 zinc pellets
- Balance
- paper (shredded)

- wax pencil
- latex or nitrile gloves
- goggles

Nuclear Chemistry Writing Assignment:

Students will apply their knowledge on nuclear chemistry to a research paper by analyzing, comparing and evaluating nuclear disasters throughout history. Students will also take a cumulative end of course exam assessing their retention of knowledge gained throughout a year-long course. Students will write a research paper minimum 1000 words. With the final draft, students will include all pre-writing activities, self-scoring rubric, work cited page and presentation.

Half-Life Lab:

Students will use a piece of licorice to demonstrate how a radioactive isotope decays over time and discuss how this is used to determine the age of an artifact. They will synthesize a half-life graph displaying their end results. Items to be included on their data table are: amount of sample, percent left and fraction of original remaining.

Unit 11: Atomic Structure and Nuclear Chemistry

- Modern Atomic Theory
- Nuclear Chemistry

In this unit, students will be able to describe the five models in the historical development of modern atomic theory (Dalton, Thomson, Rutherford, Bohr, and Quantum Mechanical Model).

They will be able to distinguish among protons, neutrons, and electrons in terms of their relative masses, charges, and location with respect to nucleus. They will be able to explain how isotopes of an element differ. They will be able to write a balanced nuclear equation for alpha and beta decay processes. They will be able to compare and contrast nuclear fission and nuclear fusion. They will be able to calculate the energy released during a nuclear reaction using $E=mc^2$.

Neutralization Lab:

Through experimentation students will determine the differences and characteristics of acids and bases, perform a titration, know when an acid is neutralized, and calculate pH.

Oxidation and Reduction Lab:

Students will conduct an experiment on the reaction between zinc and iodine, then copper and zinc. They will write the balanced reaction noting the oxidation and reduction numbers properly.

Unit 10: Reaction Kinetics and Equilibrium

- Reaction Rate
- Reversible Reactions
- Equilibrium

In this unit, students will be able to define *oxidation* and *reduction*. They will be able to explain what an oxidation-reduction reaction is. They will be able to assign oxidation numbers to reactant and product species.

Chromatography Lab:

Students will create their own chromatography plates in order to analyze compounds present in black water-based ink. Students will write a lab report evaluating data and extending the experiment further.

Conductivity Lab:

In the Conductivity Lab, students investigate the properties of ionic and covalently bonded materials by testing their ability to conduct electricity in solution. The class will hypothesize which solutions they believe will conduct electricity and support their ideas by research on the atomic structure and location on the periodic table of the elements involved. Students will construct an apparatus to test conductivity and utilize it to determine the ability of different solutions to conduct electricity, evidenced by the illumination of a light bulb. Students will record their results and analyze their data, drawing conclusions about the atomic structure of the elements in the experiments based on their observations.

Unit 9: Solutions

- Types of solutions
- Colligative Properties of Solutions
- Calculating Freezing Point Depression and Boiling Point Elevation

In this unit, students will be able to distinguish between heterogeneous and homogeneous mixtures. They will be able to compare the properties of suspensions, colloids, and solutions. They will also be able to distinguish between electrolytes and nonelectrolytes.

Unit 8: Phase Changes and Reaction Thermodynamics

The Gas Laws

As part of Unit 8, students will be required to complete an assignment that demonstrates they have mastered the following skills: identifying the number of steps, fastest step, rate determining step, and enthalpy of reaction, given a potential energy diagram. Students will also show their understanding of Thermodynamics by explaining how the rate-determining step affects the entire reaction. Given experimental data, students write the rate law for that reaction.

Unit 7: The Mole and Chemical Reaction Stoichiometry

- Limiting Reactants and Percent Yield
- Stoichiometry Lab

Stoichiometry Lab Assignment:

Students will read Chapter 9 of their textbook and complete the Edgenuity Stoichiometry Lab. Students will be able successfully calculate the quantities in a chemical reaction. Students will be able to determine the amount of reactants required, in a chemical process. Students will also understand how to find mole ratios from a balanced chemical equation, and then utilize those ratios in mole-mole calculations. They will calculate stoichiometric quantities from balanced chemical equations with units of moles, mass, particles and volumes at standard temperature and pressure.

Unit 6: Chemical Equations and Reactions

- Significance of Chemical Reactions
- Types of Reactions and Activity Series

In this unit, students will be able to list three requirements for a correctly written chemical equation. They will be able to write a word equation and a formula equation for a given chemical reaction. They will be able to balance a formula equation by examination.

Students will write a Procedural Essay on Balancing Equations in which they will be able to establish evidence that a chemical reaction is taking place, evaluate what type of reaction is occurring, and assess whether or not it is balanced. Students will translate chemical equations into words, determining their significance while making sure they are balanced. In addition to, they will differentiate and describe different types of reactions: synthesis, decomposition, single-replacement, double-replacement and combustion reactions.

Unit 5: Formula Writing and Nomenclature

- Oxidation numbers
- Formula masses and conversions
- Calculating empirical formulas and molecular formulas
- Basic naming
- Organic nomenclature

In this unit, students will be able to explain the significance of a chemical formula, name an ionic compound given its formula, and determine the formula of an ionic compound formed between two given ions. Using prefixes, they will be able to name a binary molecular compound from its formula.

Chemical Naming and Writing Practice, Nomenclature, and Organic Naming Assignment:

Students will be able to write formulas for polyatomic ions and binary compounds, as well as name those ions and compounds based on chemical nomenclature. In order to reach this objective, students will read Chapter 7 in their text, view a series of presentation slides and complete a series of formula and nomenclature exercises assigned and graded by their instructor. They will be required to memorize names, formulas, and charges of common polyatomic ions. They will also need to memorize the charges of common monoatomic ions. They will learn to write chemical formulas for binary ionic compounds and they will name them when given their formula. Students will learn to classify hydrocarbons as alkanes, alkenes, alkynes, or aromatic. They will be able to name hydrocarbons using the IUPAC system and write the structural formula.

Unit 4: Bonding and Molecular Shapes

- Resonance structures and covalent network bonds
- Molecular geometry and intermolecular forces

After completing this unit, students will be able to explain the formation of a cation from an atom of a metallic element by utilizing the octet rule via an understanding of noble gas electron configurations. Students will also be capable of describing the formation of an anion from an atom of a non-metal. Students should be able to explain the properties of metals using the theory of metallic bonding. Pupils will understand exceptions to the octet rule, be able to describe double and triple covalent bonds, as well as draw Lewis structures for single, double and triple bonds.

Molecular Models Assignment:

Students will complete an assignment that requires them to take closer look at covalent bonds in compounds. They will be able to relate shapes to the periodic table and represent the models on paper with Lewis Dot Diagrams. Students will identify examples, structure, and properties of polar and non-polar molecules. Given the formula for various molecules, students will draw the Lewis Structure and shape diagram. They will identify the bond angle(s), indicate whether it is a polar or non-polar molecule, determine its hybridization and decide if it demonstrates resonance.

Unit 3: The Periodic Table

- Mendeleev
- Moseley and the modern periodic table
- Noble gases
- Periodic groups and trends
- Valence electrons

In this Unit, students will be able to describe the modern periodic table. They will be able to explain how the periodic law can be used to predict the physical and chemical properties of elements. They will also be able to describe how the elements belonging to a group of the periodic table are interrelated in terms of atomic number. The students will be able to describe the locations in the periodic table and the general properties of the alkali metals, the halogens, and the noble gases.

Family of Elements Lab Assignment:

To explore the empirical reactivity of elements, students will conduct the Families of Elements Lab, in which students will mix a solution containing the silver ion with the Halogen Family (Group VIIA) and with Sulphur (Non-metal, Group VIA). Students will be able to determine the elements that are in the same family and the formulas of the compound formed by observing the properties of compounds of the elements. Based on the amount precipitate formed when mixing solutions at different ratios, students observe that reactivity correlates to the formulas of the compounds formed. They will also see that reactivities of elements in the same group in the periodic table are similar and different from other groups (Halogens vs. Non-metal), thus giving observable evidence for the organization of the periodic table. Students will use a chemplate, silver nitrate, potassium chloride, potassium bromide, potassium iodide, and potassium sulfide.

Students will complete an academic reflection for this assignment which describes the assignment objectively and will articulate the purpose for completing the assignment. This will allow the teacher and student to make connections and clarify what is learned, and examine the learning process. This piece helps the student become an active learner.

Unit 2: Atomic Theory, the Atom, and Electrons

- Atomic mass
- Avogadro's number
- Orbitals and electron configuration

In Unit 2 students will summarize Dalton's atomic theory, describe the size of an atom. They will also distinguish among protons, electrons, and neutrons in terms of relative mass and charge. Students will describe the structure of an atom, including the location of the protons, electrons, and neutrons with respect to the nucleus. Students also will be able to communicate the contributions of Dalton, Thomson, Rutherford, and Bohr to the current Quantum Theory Model of the atom.

- Measurement and Matter
- Classification
- Cremona Violins research assignment
- Review scientific method and explore effective experimental design
- Units of measurement, conversion factors, error in measurement

In this unit, students will compare and contrast basic research, applied research, and technological development. They will distinguish between the physical properties and chemical properties of matter and classify changes of matter as physical or chemical. They will explain the gas, liquid, solid states in terms of particles. They will also be able to distinguish between a mixture and pure substance. They will be able to use a periodic table to name elements, given their symbols. They will be able to use a periodic table to write the symbols of elements given their names, describe the arrangement of the periodic table, and list the characteristics that distinguish metals, nonmetals, and metalloids. Students will be able to describe the purpose of the scientific method, distinguish between qualitative and quantitative observations, and describe the difference between hypotheses, theories, and models.

In conducting the laboratory exercise of "Mass, Measurement, and Density," students will ask questions, and then generate hypotheses about the mass and density of several household objects. Students will collect measurement data in both metric and customary units to test their hypotheses. After reviewing the data, students will evaluate the effectiveness of metric versus customary measurement systems, choosing which system they would prefer to use and arguing the benefits and drawbacks of each, supported by their observations. Students will learn to calculate the density and review calculations for volume of solids.

Secrets of Cremona Violins Writing Assignment:

Students will write a 3-5 page essay to compare and contrast modern violins with those produced in Cremona, Italy. Students are asked to discuss what made Antonio Stradivari's violins so unique and their sound exquisite. Students will be provided a reading assignment for a topic introduction. Students must include research notes, pre-writing, and drafts with bibliography using MLA formatting. Students will be provided with a rubric for scoring guidelines. Suggested method of organization is provided for the student and specific formatting guidelines are provided for the student.

Module 1: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:

1. Learn about matter and change.
2. Understand measurements and calculations.
3. Identify atoms, the building blocks of matter.
4. Learn about the arrangement of electrons in atoms.

Chemistry 1 Assignments:

- **Lesson 1:** Chapter 1 pp. 4-27 - Read Chapter 1 Matter and Change. Answer all questions in Section Reviews on pp. 7, 18, and 24. Define all 28 Vocabulary Words on page 25.
- **Lesson 2:** Chapter 2 pp. 28-61 - Read Chapter 2 Measurements and Calculations. Answer all questions in Section Review on p. 31. Do #'s 1-3 in Section Review on p. 42. Do odd #'s 1-25 in Reviewing Concepts on p. 59.
- **Lesson 3:** Chapters 2 and 3 pp. 39 and 69 - Do the Quick Lab on p. 39 and the Quick Lab on p. 69. Follow the procedures carefully and answer all Discussion questions.
- **Lesson 4:** Chapter 3 pp. 64-89 - Read Chapter 3 Atoms: The Building Blocks of Matter. Answer all questions in Section Reviews on pp. 74 and 85. Do even #'s 1-16 in Reviewing Concepts on p. 87. Do #'s 17 and 18 on p. 87.
- **Lesson 5:** Chapter 4 pp. 90-121 - Read Chapter 4 Arrangement of Electrons in Atoms. Do Section Review #'s 1-5 on p. 97, #'s 1-3 on p. 104, and #'s 1-3 on p. 116. Answer # 53 in Research and Writing on p. 121.

Scope, Sequence & Assignments - Chemistry

- **Lesson 6:** Chapter 5 pp. 122-159 - Read Chapter 5 The Periodic Law. Answer all questions in Section Review on p.139. Do #'s 1-2 in Section Review on p. 154. Do Reviewing Concepts #'s 1-26 on pp.155-156.

NGSS: HS-PS1-1, HS-PS1.A, HS-PS1-2, RST.11-12.2, RST.11-12.3, RST.11-12.4, RST.11-12.7.

Module 2: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:

1. Students will complete the periodic table basics lab.
2. Students will complete the families of elements lab.
3. Students will understand chemical bonding.
4. Students will explore chemical formulas and chemical compounds.

Assignments:

- **Lesson 7:** Chapter 5 pp. 122-159, and Lab Manual - Complete the Periodic Table Basics Lab in the Lab Manual.
- **Lesson 8:** Personalized Assignment.
- **Lesson 9:** Chapter 5: Lab Manual - Complete the Families of Elements Lab in the Lab Manual.
- **Lesson 10:** Chapter 6 pp. 160-199 - Lab Manual - Read Chapter 6 Chemical Bonding. Do Section Review #'s 1-3 on p. 163, Section Review #'s 1-3 on p. 175, and Reviewing Concepts #'s 1-11; 15; 17 – 22 and 31 on pp. 195-196.
- **Lesson 11:** Chapter 6: Lab Manual - Do Bonding Lab using the Model ChemLab CD-Rom and Lab Manual.
- **Lesson 12:** Chapter 7 pp. 202- 239 - Read Chapter 7 Chemical Formulas and Chemical Compounds. Answer all questions in Section Reviews on pp. 215, 219, 228, and #'s 1 and 4 in the Section Review on p. 233.

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, RST.11-12.2, RST.11-12.3, RST.11-12.4, RST.11-12.7.

Module 3: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:

1. Students will explore chemical equations and reactions.
2. Students will learn how to balance equations.

3. Students will understand stoichiometry.

Assignments:

- **Lesson 13:** Chapter 7 pp. 202-239 - Do #'s 1- 5; 9; 12 -14; and 19 - 23 of Reviewing Concepts on pp. 235-236.
- **Lesson 14:** Chapter 8 pp. 240-273 - Read Chapter 8 Chemical Equations and Reactions. Define all 15 Vocabulary Words on p. 269. Do #'s 1-17 of Reviewing Concepts on pp. 269-270.
- **Lesson 15:** Chapter 8: Lab Manual - Do the Balancing Equations Lab in the Lab Manual.
- **Lesson 16:** Chapter 9 pp. 274-299 - Read Chapter 9 Stoichiometry. Define all 8 Vocabulary Words on p. 295 and Do Reviewing Concepts #'s 1-8 on p. 295.
- **Lesson 17:** Chapter 10 pp. 302-331 - Read Chapter 10 Physical Characteristics of Gases. Do Section Review questions #'s 1, 2 & 4 on p. 306. Answer all questions in Section Review on p. 312, and #'s 1-5 in Section Review on p. 325.

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS3-2, RST.11-12.2, RST.11-12.3, RST.11-12.4, RST.11-12.7.

Module 4: Textbook: Modern Chemistry; Lab Manual; Model ChemLab CD-Rom.

Objectives:

1. Students will learn about and explore molecular composition of gases.
2. Students will understand the difference between liquids and solids.

Assignments:

- **Lesson 18:** Chapter 10 pp. 302-331 - Do Reviewing Concepts #'s 1-14; 18, 19 on p. 327.
- **Lesson 19:** Chapter 11 pp. 332-361 - Read Chapter 11 Molecular Composition of Gases. Answer Reviewing Concepts #'s 1-8 on p. 357. Do the Quick Lab on p. 353.
- **Lesson 20:** Chapter 12 pp. 362-391 - Read Chapter 12 Liquids and Solids. Answer all Section Review questions on p. 366 and 371; #'s 1-7 on p. 382, and all on p. 386.
- **Lesson 21:** Personalized Assignment.
- **Lesson 22:** End of Course Comprehensive Exam.

Scope, Sequence & Assignments - Chemistry

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS3-2, RST.11-12.2, RST.11-12.3, RST.11-12.4, RST.11-12.7.

Chemistry 2 Assignments:

Module 1: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Students will be able to create a rock formation lab.
 2. Students will be able to complete all assignments given.
- **Lesson 1:** Chapter 13 pp. 394-423 - Read Chapter 13. Do all Section Review questions on pg. 410 of text. Complete Sections 13-1, 13-6, and 13-7 in lesson guide.
 - **Lesson 2:** Chapter 13 - Do Rock Formations Lab in Lesson Guide.
 - **Lesson 3:** Chapter 14 p. 424-451 - Read Chapter 14. Do Homework Worksheets 14 -1 through 14-6 in Lesson Guide.
 - **Lesson 4:** Chapter 15 pp. 452-479 - Read Chapter 15. Do Section Review 1,3, and 4 on pg. 462 of text. Do Homework Worksheets 15-1, 15-6, and 15-7 in Lesson Guide.
 - **Lesson 5:** Chapter 16 pp. 480-509 - Read Chapter 16. Do "What's in a Shampoo," and "Testing for Shampoo Body" in Lesson Guide.

NGSS: HS-PS1-1, HS-PS1-5, RST.11-12.2, RST.11-12.3, RST.11-12.4, RST.11-12.7.

Module 2: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Students will be able to complete an acid-base titration lab.
2. Students will be able to complete a specific heat lab.
3. Students will be able to complete all assignments given.

Assignments:

- **Lesson 6:** Chapter 16 - Do Acid-Base Titration Lab using "Model Chemlab" program installed on classroom computers. Instructions in Lesson Guide and on CD.
- **Lesson 7:** Chapter 17 pp. 510-551 - Read Chapter 17. Do Section Review 1-4 on pg. 524, and 1-5 on pg. 537 of text. Do Worksheet 17-4 in Lesson Guide.

Scope, Sequence & Assignments - Chemistry

- **Lesson 8:** Chapter 17 - Do Specific Heat Lab, using "Model Chemlab" program. Instructions found in Lesson Guide and on CD.
- **Lesson 9:** Chapter 18 pp. 552-589 - Read Chapter 18. Do Section Review 1-4 on pg. 559, 1-3 on pg. 576, and 1-3 on pg. 584 in text. Do Section Review 18-2 in Lesson Guide.
- **Lesson 10:** Watch CNN video segments and complete worksheets in Lesson Guide. See your teacher for video.

NGSS: HS-PS1-1, HS-PS1-5, HS-PS3-4, RST.11-12.2, RST.11-12.3, RST.11-12.4, RST.11-12.7.

Module 3: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Students will be able to complete the oxidation-reduction lab.
2. Students will be able to complete all assignments given.

Assignments:

- **Lesson 11:** Chapter 19 pp. 590-623 - Read Chapter 19. Do Research and Writing #41, and Alternative Assessment #43 on pg. 621 of text.
- **Lesson 12:** Chapter 19 - Do Oxidation-Reduction lab in Lesson Guide.
- **Lesson 13:** Chapter 20 pp. 624-661 - Read Chapter 20. Define vocabulary words on pg. 656 of text. Do Construction of Molecules and Isomers lab in Lesson Guide.
- **Lesson 14:** Chapter 21 pp. 661-699 - Read Chapter 21. Do Section Review 21-2, 21-3, and 21-4 in Lesson Guide. Do Reviewing Concepts 1-7 and 21 on 694 and 695 of text.
- **Lesson 15:** Chapter 22 pp. 700-720 - Read Chapter 22. Do Section Review 22-1 and 22-4 in Lesson Guide. Do Section Review 1-3 on pg. 704, 1-5 on pg. 712, and 1-5 pg. 716 of text.

NGSS: HS-LS1-6, HS-PS1-8, RST.11-12.2, RST.11-12.3, RST.11-12.4, RST.11-12.7 WHST.11-12.2.a.

Module 4: Textbook: Modern Chemistry; Lesson Guide; Model ChemLab Software.

Objectives:

1. Students will be able to complete the half-life lab.
2. Students will be able to understand the causes and effects of nuclear disaster.

3. Students will be able to complete all assignments given.

Assignments:

- **Lesson 16:** Chapter 22 - Do Half-Life Lab in Lesson Guide.
- **Lesson 17:** Watch CNN video segments and complete worksheets in the Lesson Guide. See your teacher for the video.
- **Lesson 18:** Note Cards and Rough Drafts - Write a 2 page paper on a Nuclear Disaster. Make sure to use your own words; do not copy or plagiarize. Use at least 3 different sources, including Internet, encyclopedias, library books, etc. Include a bibliography.
- **Lesson 19:** Final Copy - Fully corrected and revised version of your paper on Nuclear Disaster.
- **Lesson 20:** Personalized Assignment.
- **Lesson 21:** End of Course comprehensive exam.

NGSS: HS-PS1-8, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10.

Scope, Sequence & Assignments – World History, Geography & Economics

Discipline: History/Social Science

Grade level: 10th

Title of courses: World History Geography & Economics 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: World History: Human Legacy, Modern Era

Authors: Susan E. Ramirez, Peter Stearns and Sam Wineburg

- Document Based activities for World History
- Holt World Atlas
- Interactive Reader and Study Guide
- History's Impact: World History Video Program on DVD
- Primary Source Library DVD

Course Overview:

This course covers the major strands of history, geography, economics, culture, ethics and sociopolitical history. The course includes major turning points in modern world history including the Glorious, American and French Revolutions, the Industrial Revolution, the rise of Imperialism, the First and Second World Wars and intervening Russian Revolution and global depression, the Cold War, the end of colonialism with a focus on the Middle East and subsequent events related to the Arab-Israeli conflict, the end of the Cold War and the collapse of communism in Eastern Europe, and the rise of globalization.

Students in World History, Geography and Economics (WHGE 1, 2) will demonstrate knowledge and skills as they work toward these goals:

- Students will become complex thinkers who can understand major global trends and forces that have shaped the world since the 1700's, apply knowledge to new situations and other learning, understand the consequences of their choices, and solve problems creatively.
- Students will become academically proficient and literate as demonstrated by the current California state standards, understand and analyze primary source documents, and research and prepare written essays.
- Students will become life-long learners through mastery of the core social studies skills including synthesis and analysis.

Scope, Sequence & Assignments – World History, Geography & Economics

- Students will develop and sustain self-motivation through setting goals, managing their time, taking charge of their education, producing quality independent work, and actively contributing to their learning environment.
- Students will explain the roots, fundamental principles, moral values, and formation of western political ideology, beginning with Greek and Roman philosophy and emphasizing the democratic revolutions in England, the United States and France.
- Students will evaluate the impact of industrialization on major European countries, the United States and Japan.
- Students will analyze and evaluate the spread of European colonialism and its impact on Asia, Africa and Latin America.
- Students will examine and evaluate the rise of communism and fascism as twentieth century ideologies and their impact on populations in Europe and Asia.
- Students will analyze the causes and effects of the First and Second World Wars.
- Students will evaluate and analyze the origins of the Cold War and the resulting regional conflicts brought about by the competing ideologies of communism and capitalist democracy, and the resulting division of Europe into communist and non-communist camps.
- Students will evaluate the reasons for and consequences of globalization and the increasingly integrated global economy.

Five Paragraph Essay: Reforms, Revolutions, and War

Students will construct an essay analyzing the cause and effects of the British reform during the 1800's. Students will distinguish the causes/reasons for the reforms, explain the actual reforms, and finally evaluate the effects the reforms had on Britain and the rest of the Empire. The essay should be double-spaced, 12pt font, and Times New Roman. Students should evaluate their essay using the rubric in the lesson guide prior to submission.

Document Based Investigation: WWI

Students will construct a Document Based Essay on the causes of World War I responding to the prompt, "Why might people on different sides of the war have different perspectives for the causes of World War I?" Students will synthesize the information in the documents with outside information in the construction of their essay. The essay should be double-spaced, 12pt font, and Times New Roman. Students should evaluate their essay using the rubric in the lesson guide prior to submission.

Scope, Sequence & Assignments – World History, Geography & Economics

Five Paragraph Expository Essay: WWII

Students will compose a five paragraph essay summarizing the causes, course, and consequences of WWII. Paragraphs should be well organized and contain 7-10 sentences each. The essay should be double-spaced, 12pt font, and Times New Roman. Students should evaluate their essay using the rubric in the lesson guide prior to submission.

I. Greek and Roman Philosophy and Western Political Thought

1. Similarities/Differences of Judeo-Christian and Greco-Roman views of law, reason and faith
2. The Development of Western political ideas
 - Readings from Plato's *Republic* and Aristotle's *Politics*
 - Tracing Greco-Roman political thought and its impact on American Constitutional Democracy

II. Glorious Revolution (England)/American Revolution/French Revolution

1. Enlightenment thinkers and their major ideas
2. Comparing the philosophical ideals of the three major revolutions

The Magna Carta, the English Bill of Rights, the American Declaration of Independence, the U.S. Bill of Rights, and the Declaration of the Rights of Man.

1. The American Revolution and it's unique significance to other nations
 - Comparison of the American Revolution and the English Revolution of 1610
 - The influence of the US Constitution on political systems in the contemporary world
1. The French Revolution
 - The ideological underpinnings of the French Revolution
 - Creation of a constitutional monarchy in France
 - The rise of democratic despotism and Napoleon
1. The Congress of Vienna and the 1848 Revolutions

III. The Industrial Revolution

1. The Effects of the Industrial Revolution in England, France, Germany, Japan and the United States
 - Increases in population, urban to rural migration and growth of cities

Scope, Sequence & Assignments – World History, Geography & Economics

- Evolution of work and labor and the demise of the slave trade
- Inventions of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur and Thomas Edison
- 2. Emergence of capitalism and the rise of Utopianism, Social Democracy and Communism
- 3. The Rise of Romanticism as a Response to the Industrial Revolution
- Art and Literature of William Blake, William Wordsworth, Charlotte Bronte and Charles Dickens

IV. The Rise of Nationalism in Europe

1. National unification of Italy and Germany
2. Tensions/Dissolution of the Austrian-Hungarian Empire

V. The Rise of Imperialism

1. Social, political and economic factors underlying imperialism
2. Division of Africa by European powers
3. Imperialism in China, India and Latin America

VI. World War I

1. Causes of the Great War
 2. Principal theaters of battle, major turning points and geographic factors involved in the fighting
 3. Technological innovations: machine gun, barbed wire, poison gas etc.
 4. Impact of the Great War on Russia
- Rise of Bolshevism in Russia and Lenin's role as a Revolutionary
 - Impact of U.S. entry into the war and Russia's withdrawal
 - Collapse of monarchy in Russian Empire

VII. Political and Economic Transformation of the USSR

1. Stalin's rise to power and the triumph of totalitarianism
2. Stalin's Anti-Religious Campaigns
3. Evaluation of Stalin's role as modernizer of the USSR

VIII. Art and Culture of the 1920s

1. Dadaism, Surrealism, Cubism and German Expressionism as an outgrowth of political conflict and economic depression
2. Advancements in physics, psychology and literature

IX. World War II

1. The rise of fascism and totalitarianism
2. Comparison of key political and economic concepts: democracy, socialism, capitalism, totalitarianism, Nazism, isolationism, communism, corporate state
3. Rise of fascism in Europe and Hitler's expansion: Invasion of Poland
4. Bombing of Pearl Harbor and U.S. entry into the war
5. Major battles and turning points in the war
6. The Holocaust and its impact on European Jews and ethnic minorities
7. Defeat of Germany and Japan and postwar conferences
8. Bombing of Hiroshima and Nagasaki

X. The Cold War

1. Economic, military and political competition between the USA and USSR
2. The Marshall Plan and Western Europe's resurgence
3. Triumph of Communists over Nationalists in China
4. Division of Korea
5. Nationalistic uprisings in Poland, Hungary, and Czechoslovakia
6. Strategic Arms buildup in Europe: NATO vs. Warsaw Pact
7. USA-USSR proxy wars: Vietnam, Afghanistan

XI. The Middle East

1. Pan-Arab nationalism and the end of colonial control in the Middle East
2. The creation of Israel and resulting Arab-Israeli wars
3. The Intifada

XII. The End of the Cold War

1. Perestroika and Glasnost and reform in the USSR under Gorbachev
2. 'People Power' and democratic change in Eastern Europe
3. Collapse of the Berlin Wall, the triumph of Solidarity in Poland, the Velvet Revolution in Czechoslovakia, and the overthrow of Ceausescu
4. Collapse of the USSR
5. The Balkan's War

XIII. Globalization

1. New age of economic integration
2. Role of technology (internet, mobile communication) in a shrinking world

All units include some/all of the following: History

Scope, Sequence & Assignments – World History, Geography & Economics

- Chapter Assessments
- Reading Comprehension Activities
- Primary Source Analysis
- Geography Activities
- Comparative/Opinion Essays
- Art/Creative projects
- Midterm-Chapter tests

End of Course comprehensive exam

- Comprehensive exams for each semester course
- Students cannot pass the course without passing the exam

Primary Source Activity: The Rise of Democratic Ideals

Students will analyze five historical documents including Magna Charta, The Declaration of the Rights of Man and Citizens, and the Declaration of Independence and then demonstrate their knowledge of each document by responding to various questions.

Geography Application: Napoleon's Russian Campaign

Students will study the human-environmental interaction in Napoleon's Disastrous Russian Campaign through analyzing graphs and summarizing its consequences.

Unit Test: Changes in European Society

Students will demonstrate their knowledge through answering various multiple choice and short answer questions.

Cost-Benefit Analysis: Industrialization

Students will compare and contrast the cost and benefits of Industrialization by constructing a paragraph that includes a justification of their response.

Online Assignment: Nationalism and Europe

Students will use the internet and online textbook to research the rise of nationalism in Europe. Students will then define terms and take notes to prepare for a few quiz questions.

Art Project: World War I

Students will create two uplifting propaganda posters that inspire people to rebuild their lives after World War I. One poster will be from the Triple Alliance viewpoint and the other poster will be from

Scope, Sequence & Assignments – World History, Geography & Economics

the Triple Entente viewpoint. Students will then compose a paragraph defending the effectiveness of their images for each poster.

Video Analysis: The Master Race Video

Students will review a video entitled “The Master Race” which examines the socio-economic climate in Germany prior to WWII. Then students will synthesis the information to answer relative questions.

Video Analysis: Europe and North America

Students will review a video entitled “Brave New World” which examines the building tension between the United States and the Soviet Union form the post war 1940’s to the early 1960’s. Then students will synthesis the information to answer relative questions.

Illustrated Timeline: The Cold War

Students will identify major events and their dates pertaining to the antagonism between the United States and the Soviet Union; place the dates of each event in chronological orders on a timeline. Students will also include a short summary of each date’s importance, and illustrate their timeline.

Metaphor Project: The Cold War

Student will design a metaphor poster that compares the USSR and the United States during the Cold War. Students will illustrate this visually through art, labeling key similarities and events in the competition between the USSR and the United States.

Primary Source Analysis: Arab-Israeli Conflict

Students will study and evaluate primary source documents and respond to questions pertaining to each document involving the Arab-Israeli conflict through history and in current events.

Module 1: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Trace the development of Western political ideas.
2. Review the principles of the English Bill of Rights.
3. Compare philosophical ideas and their effects on dramatic revolutions in England.
4. Compare the Glorious, American, and the French Revolutions.

World History, Geography & Economics 1 Assignments:

Scope, Sequence & Assignments – World History, Geography & Economics

- **Lesson 1:** Read pp. xxxiv, 2-7, and 16-17. "Overview of Western Political Thought" - Complete all activities listed in the lesson guide.
- **Lesson 2:** Read pp. 2-7. "Judeo-Christian/Greco Roman Origins" - Complete all activities listed in the lessons guide.
- **Lesson 3:** Read pp. H22-H28, and p. R56 "Plato vs. Aristotle" - Complete all activities listed in the lesson guide.
- **Lesson 4:** Read pp.228-230, p. R68, and p. R59. "Rise of Democratic Thought" - Complete all activities in the lesson guide.
- **Lesson 5:** Read Chapter 4 Overview, and Chapter 5, pp. 168-181. "The Monarchs of Europe" and "Enlightenment and Revolution" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.1, 10.2]

Module 2: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Compare the Glorious, American, and the French Revolutions.
2. Analyze how changes in technology and forms of energy brought about massive change.
3. Describe the growth of population, rural to urban migration, and the growth of cities.
4. Trace the evolution of labor and the spread of nationalism.

Assignments:

- **Lesson 6:** Read Chapter 5, pp. 182-190. "Enlightenment and Revolution" - Complete all activities listed in the lesson guide.
- **Lesson 7:** Read Chapter 6, pp. 192-221. "The French Revolution and Napoléon" - Complete all activities listed in the lesson guide.
- **Lesson 8:** Read Chapter 7, pp. 234-253. "The Industrial Revolution" - Complete all activities listed in the lesson guide.
- **Lesson 9:** Read Chapter 8, pp. 260-278. "Life in the Industrial Age" - Complete all activities listed in the lesson guide.
- **Lesson 10:** Read Chapter 7 and Chapter 8 Overviews. "The Industrial Revolution" and "Life in the Industrial Age" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.2, 10.3]

Module 3: Textbook: Human Legacy: Modern Era (2007).

Scope, Sequence & Assignments – World History, Geography & Economics

Objectives:

1. Understand the "Causes and Effects of British Reform".
2. Analyze the spread of nationalism across Europe.
3. Explain imperialism from the perspective of the colonizers and the colonized.

Assignments:

- **Lesson 11:** Read Chapter 9, pp. 286-291. "Reforms, Revolutions, and War" - Complete all activities listed in the lesson guide.
- **Lesson 12:** Read Chapter 10, pp. 314-334. "Nationalism in Europe" - Complete all activities listed in the lesson guide.
- **Lesson 13:** Read Chapter 11, pp. 340-371. "The Age of Imperialism" - Complete all activities listed in the lesson guide.
- **Lesson 14:** Read Chapter 11, pp. 340-371. "The Age of Imperialism" - Complete all **activities listed in the lesson guide.**
- **Lesson 15:** Read Chapter 12, pp. 380-401. "World War I" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.9]

Module 4: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Analyze the arguments for war, the major battles, turning points, and importance of geographical factors of World War I.

Assignments:

- **Lesson 16:** Review Chapter 12, pp. 380-401. "World War I" - Complete all activities listed in the lesson guide.
- **Lesson 17:** Review Chapter 12, pp. 380-401. "World War I" - Complete all activities listed in the lesson guide.
- **Lesson 18:** Review Chapter 12, pp. 378-401. "World War I" - Complete all activities listed in the lesson guide.

Scope, Sequence & Assignments – World History, Geography & Economics

- **Lesson 19:** Complete the study guide for the end of course exam found in the lesson guide.
- **Lesson 20:** End of Course comprehensive Exam

[CA State Standards 9-12: HSS 10.5,10.6, 10.7]

Module 1: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Review the causes and effects of World War I as an international event.
2. Analyze the effects of the First World War, the rise of totalitarian governments, and the causes and consequences of WWII.
3. Do a document-based investigation.
4. Analyze the causes and consequences of World War II.
5. Analyze the Nazi Policy of racial purity.

World History, Geography & Economics 2 Assignments:

- **Lesson 1:** Review Chapter 12, and read Chapter 13 pp. 409-418. "World War I" and "The Interwar Years" - Complete all activities listed in the lesson guide.
- **Lesson 2:** Read Chapter 13, pp. 420-431. "The Interwar Years" - Complete all activities listed in the lesson guide.
- **Lesson 3:** Read Chapter 14, pp. 437-444. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 4:** Read Chapter 14, pp. 445-455. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 5:** Read Chapter 14, pp. 456-465. "World War II" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.4, 10.5, 10.6, 10.7,10.8, 10.9]

Module 2: Textbook: Human Legacy: Modern Era (2007).

Objectives:

Scope, Sequence & Assignments – World History, Geography & Economics

1. To be able to discuss the human costs of the war and compare economic and military power shifts caused by the war.
2. Understand the causes of the Cold War and understand the importance of the Truman Doctrine and Marshall Plan.
3. Learn about uprisings in Europe and understand how these led to developments of nationalism.
4. Learn about the end of the Cold War.

Assignments:

- **Lesson 6:** Review Chapter 14, pp. 437-465. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 7:** Review Chapter 14, pp. 437-465. "World War II" - Complete all activities listed in the lesson guide.
- **Lesson 8:** Read Chapter 15, pp. 479-489. "Europe and North America" - Complete all activities listed in the lesson guide.
- **Lesson 9:** Read Chapter 15, pp. 490-501. "Europe and North America" - Complete all activities listed in the lesson guide.
- **Lesson 10:** Review Chapter 15, pp. 479-505. "Europe and North America" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.6, 10.7, 10.8, 10.9]

Module 3: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Establish a pattern of America's post-war policy in Asia.
2. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China
3. Analyze the history, trends, and challenges of these regions.
4. Understand how the Holocaust affected world opinion on the need for a Jewish State. Analyze the Arab/Israeli conflict.

Assignments:

- **Lesson 11:** Read Chapter 16, pp. 510-521. "Asia" - Complete all activities listed in the lesson guide.

Scope, Sequence & Assignments – World History, Geography & Economics

- **Lesson 12:** Read Chapter 16, pp. 522-531. "Asia" - Complete all activities listed in the lesson guide.
- **Lesson 13:** Read Chapter 17, pp. 536-549. "Africa and The Middle East" - Complete all activities listed in the lesson guide.
- **Lesson 14:** Read Chapter 17, pp. 551-561. "Africa and The Middle East" - Complete all activities listed in the lesson guide.
- **Lesson 15:** Review Chapter 17, pp. 536-561. "Africa and The Middle East" - Complete all activities listed in the lesson guide.

[CA State Standards 9-12: HSS 10.1, 10.2, 10.3, 10.4]

Module 4: Textbook: Human Legacy: Modern Era (2007).

Objectives:

1. Understand how to write a document-based essay.
2. Analyze the history, trends, and challenges of nation-building in Mexico and other Latin American countries.
3. Analyze the integration of countries into the world economy and the information, technological, and communications revolutions.
4. Assess mastery of concepts learned in this course.

Assignments:

- **Lesson 16:** Read Chapter 18 Summaries, "Latin America" - Complete all activities listed in the lesson guide.
- **Lesson 17:** Read Chapter 19, pp. 590-606. "Today's World" - Complete all activities listed in the lesson guide.
- **Lesson 18:** Read Chapter 19, pp. 607-613. "Today's World" - Complete all activities listed in the lesson guide.
- **Lesson 19:** Complete the study guide for the end of course exam found in the lesson guide. Ask your teacher to print out a copy for you.
- **Lesson 20:** End of Course comprehensive exam

[CA State Standards 9-12: HSS 10.1, 10.2, 10.3, 10.11]

Scope, Sequence & Assignments- Spanish

Discipline: Foreign Language (Language Other than English)

Grade level: 10th

Title of courses: Spanish 5, 6

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Textbook & additional resources: En Espanol! 3 Tres

- En Espanol! 3 Audio Program Take Audio CD
- En Espanol 3 Resource Books 1-6
- www.classzone.com
- Spanish 5 Lesson Guide
- Dictionaries and supplemental materials on Spanish-speaking cultures and people

Author: Estella Gahala, Patricia Hamilton Carlin, Audrey L Heining-Boynton, Ricardo Otheguy and Barbara Rupert.

Course Overview:

This one-year course is designed for those students who have successfully completed Spanish 3, 4 and is intended to increase students' oral, written, and listening proficiencies. There is an emphasis on fluency, with accurate pronunciation and intonation, as well as emphasis on cultural awareness and appreciation of Spanish-speaking countries. By course end, students will be able to communicate effectively by participating in Spanish conversations. Through the use of literature, film and other cultural media, students will observe and gain knowledge and understanding of other cultures. Through a wide array of technology using web 2.0 tools as a method for demonstrating mastery, students will generate projects to enhance Spanish writing and speaking abilities.

The purpose of this course is to advance student knowledge and understanding in each of the major communication skills: listening, reading, speaking and writing. Students will learn to communicate effectively in Spanish by writing short answers and essay responses using advanced Spanish vocabulary and grammatical structure. Student will use aural skills to comprehend conversational Spanish. In addition students will be expected to clearly articulate impromptu Spanish responses orally to the teacher. Students will read multiple pieces of Spanish literature to help expand their understanding of the social, political, and economic structures, as well as everyday life, in Spanish speaking areas of the world.

Ultimately, this course is intended to help students participate in multilingual communities at home and in the global marketplace around the world. By introducing students to the great figures of Spanish history and literature, they will be introduced to the creative use of Spanish language and Spanish-speaking countries' cultures with the hopes that they will gain a more nuanced respect for the development of the Spanish speaking world. Through gaining a greater understanding and

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appreciation of the Spanish language and culture, students will be able develop a more culturally sensitive approach to the world.

The course is organized in 4-6 week units based on appropriately rigorous themes. Each theme provides extended opportunities for listening, speaking, reading, and writing in increasingly abstract and sophisticated ways. The course for study for Units 1-3 is to continue engaging the learner on the parts of speech, conjugation of the verbs and immerse the students in the culture of Spanish speaking countries. In unit 4, The Next Step, students describe their studies, talk about careers, and learn about Latin American Economics. In unit 5, Art in Spain and the Americas, students request clarification, make cross-curricular connections, and talk about film and literature. Finally, in unit 6, What do You Want to See, students talk about technology, navigate cyberspace, and compare and evaluate.

In Unit 1 "Asi Somos students will engage and learn:

- Listening Strategies and recognizing descriptions
- Review tense of regular verbs
- Learn about Mexico and Central American cultures
- Latin American geography
- Latin American holidays
- Irregular yo forms
- Preterite tense of regular verbs
- Imperfect tense
- Preterite vs. imperfect (Spelling changes)
- Present and past perfect tense
- Complete Comprehension questions
- Complete Classzone on line quizzes
- Speaking quiz with teacher
- Hispanic Art Review
- Future tense to express probability
- Reflexive verbs
- Reflexive verbs used reciprocally
- Impersonal constructions with se
- Speaking activities " identify feelings important in a friendship
- Create a PowerPoint Presentation in Spanish about yourself

In Unit 2 " El Mundo es Nuestro students will engage and learn:

- Physical and personality descriptions for people
- Clothing, jewelry and color vocabulary
- Vocabulary for household chores and activities at home
- Command forms
- Nosotros commands
- Speculating with the conditional
- Complete Classzone online quizzes
- Create audio recording of an interview with someone from a Spanish speaking country

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- Conduct speech to class and teacher
- Comprehend complex sentences
- The present subjunctive of regular verbs
- The present subjunctive of irregular verbs
- The present subjunctive of stem-changing verbs
- The present perfect subjunctive
- Answer Comprehension questions
- The subjunctive with expressions of emotion
- The subjunctive to express doubt and uncertainty
- The subjunctive with *cuando* and other conjunctions of time
- Student complete speaking quiz with teacher

Unit 3 "Celebracion De Mi Mundo students will engage and learn:

- Environmental vocabulary
- Irregular stems in the future
- Rainforest vocabulary
- The subjunctive for expressing wishes
- The subjunctive with conjunctions
- The Imperfect subjunctive
- Subjunctive with nonexistent and indefinite antecedents
- The subjunctive for disagreement and denial
- Conditional sentences
- Learn about Hispanic art
- Summary of the subjunctive
- Complete Classzone on line quizzes
- Subjunctive vs. Indicative

Unit 4: Ch.1-El proximo paso

In this chapter, students will learn to discuss and describe their studies by developing appropriate vocabulary. In addition to the mastery of vocabulary words, students will learn to use the past progressive tense, present progressive tense, and interrogatives. In particular, students will practice using the Progressive with *ir*, *andar*, and *seguir* instead of *estar*. In following one of the unit's themes, to say what you are doing, students describe an action that was in progress, or an action that continuously occurred in the past. Students will be required to practice this vocabulary and grammatical forms in activities and comprehension questions based off of the textbook reading as well as listening to audio and audio visual CD's. Students will begin to practice the use this chapter's grammar and vocabulary through the use of impromptu conversational Spanish through oral journals of three-to-five minutes delivered to the teacher. Specifically, students will be asked to use a Web 2.0 tool to exhibit their knowledge gained in this chapter of the interrogative form by creating a transcript of an exchange between a hiring manager and a job candidate in their selected field of study. Students will also be introduced to Argentine literature and culture by reading about Jorge Luis Borges' life and work, along with a short story of his, *El Sur*. Students will be asked to analyze the work

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and construct an essay-length response on the symbolism of the story in relation to the history of immigration in Argentina in the early 20th century.

Unit 4: Ch.2-¿Cual será tu profesión?

In this chapter, students will learn to talk about their careers, including vocabulary appropriate to the workplace. Vocabulary will be reinforced through their use in context, pictures, and flashcards for studying. Students will review affirmative and negative expressions. Grammatically, the use of the Past Perfect Subjunctive will be used to express emotions, and the Conditional perfect will be used to hypothesize ideas. The development of these skills will be facilitated through the use of activities in the textbook, including those linked to the audio and audio visual CD's to improve students' aural grasp of the language. Students will continue their impromptu 3-to-5 minute oral journals to the teacher using the vocabulary and grammatical structures learned in the chapter. Reading and writing in Spanish will be practiced through the textbook and through constructed responses to comprehension questions. This chapter also includes a project for the students to complete. After reading, writing, and listening about careers and job ads, students will apply what they've learned by creating an original mock job advertisement, which they will broadcast themselves in Spanish. Using a self-created screencast or video, students will record and broadcast themselves as the Spanish interviewer for an open position, commenting on the company's address, wages, and other similar components of a classified ad job posting.

Unit 4: Ch.3-Un mundo de posibilidades

In this chapter, students will learn about the economics of the southern cone countries and the varieties of cultures and unique idioms spoken throughout the Spanish speaking world. Students' readings will introduce these topics, and the students will be required to master the related vocabulary in the chapter through practice and application in their reading and listening assignments. Among the skill developed in this chapter, students will learn to use the future perfect tense to express past probability. Students will also be able to avoid redundancy by reviewing subject and stressed object pronouns, as well as reviewing possessive pronouns to express and clarify possession. These skills will be utilized through the continuation of their impromptu 3-to-5 minute oral journals delivered to the teacher. Students will be required to read and listen for meaning in their assignments in the textbook and on the audio and audio-visual CD's. It is expected that through their listening and reading exercises that they will be able to evaluate predictions about which countries are major world producers. Careful reading and listening will be needed to answer related comprehension questions. The skills learned in this chapter will culminate into a project that will encourage students to make cultural connections through the idioms of the Spanish language. Using the textbook as a starting point, students will independently research a unique group of Spanish speakers' idiom and economy. The project will ask students to create a speech and multimedia presentation in Spanish to present the information they discovered in their research.

Unit 5: Ch.1- Tradiciones españolas

This unit will further develop students' awareness of the art, literature, and culture of Spain and Latin America. In this chapter, students will learn about culture in the arts of Spain, including artists such as

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Francisco de Goya and museums like the *Museo Del Prado* in Madrid. Students will practice and master vocabulary related to art, literature, and music by utilizing these words in their reading, listening, writing, and speaking activities. Students will listen to presentations and read about the art at the *Museo del Prado*, as well as answer questions based upon the information they have learned in order to gain an appreciation for the importance of museums. In addition, students will review and practice using demonstrative adjectives and pronouns, as well as differentiating between *¿qué?* versus *¿cuál?* to further discuss art. Using these skills students will continue their impromptu 3-to-5 minute oral journals. The culminating project in this chapter will be the exploration of the Spanish Civil War and its effects through the creation of a multimedia timeline and constructed response. Students will research the events of the Spanish Civil War and compile them into a timeline, from which they will choose one event to investigate its causes and effects in a two paragraph response.

Unit 5: Ch. 2- El Nuevo Mundo

In this chapter, students will learn about pre-Colombian civilizations in the Americas, focusing primarily on pre-Colombian artwork. The vocabulary students will be developing will allow them to discuss the arts, dances, and other aspects of pre-Colombian America. Students will watch and listen to a virtual art visit as they learn to describe the arts and crafts of the pre-Colombian era. Students will continue their mastery of indirect object pronouns and other relative pronouns through written activities. They will also be expected to learn about Direct Object pronouns by listening to conversations and comprehending the relationship expressed by the pronouns. As students read and listen to information about pre-Colombian civilizations, they will be required to answer comprehension questions to show their understanding of the material and to practice written composition. Students will also be expected to use the grammatical structures and vocabulary learned in this chapter in their impromptu 3-to-5 minute oral journals to practice oral composition. At the end of this chapter, students will be required to complete a written midterm that tests their knowledge of the grammar (in particular, sentence formation regarding pronoun usage) and vocabulary presented in the course thus far. Furthermore, this midterm will test students' abilities to listen and improvise in Spanish during conversation.

Unit 5: Ch.3-Lo mejor de dos mundos

In this chapter, students will learn about how to talk about literature and film. In the textbook, students will learn and practice using vocabulary pertinent to literature, literary criticism, and films. Students will develop a mastery of double object pronouns and nominalization in order to clearly discuss literature and films in their textbook activities and their impromptu 3-to-5 minute oral journals. Reading and aural activities will prepare students to complete two separate projects, one on film and another on literature. The project on film asks students to watch the movie *El Norte* in Spanish. After viewing the film, students must write a five paragraph analytical essay, in Spanish, on the film *El Norte*. Essays must be engaging, organized, and use proper grammar and mechanics. They must also have a clear thesis, well-developed body paragraphs of at least seven sentences each, and thoughtful conclusion. The second project, on literature, asks students to read selected poems of Pablo Neruda and learn about his life. After reading a collection of Neruda's *Odas*, students will answer comprehension and analysis questions on the works and their meanings. Furthermore, students will

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be creating an original *Oda a...* entirely in Spanish in the style of Pablo Neruda. Students will be encouraged to use rhetorical and poetic devices in their poems.

Unit 6: Ch.1-¿Que quieres ver?

In this chapter, students will learn how to narrate in the past, express doubt and certainty, report what others say, and talk about television. From the textbook, students will develop vocabulary related to television shows, including describing the equipment, program genres, and reactions. Mastery of vocabulary content will be achieved by several means: students will participate in written activities from the textbook; they will use their newly learned vocabulary to construct a critical review of a 30-to-60 minute television show originally aired in Spanish; they will also be asked to create a multimedia television program guide with recommendations and synopses of Spanish-language television shows for the week. Watching the television shows and participating in listening activities will help practice their aural skills, while the continuation of impromptu 3-to-5 minute journals will encourage the ability to speak conversationally. In keeping with the standards of the chapter, students will practice the use of Preterite vs. Imperfect tenses to enable them to report what others say and narrate the past, as well as enable the ability to understand and express opinions. Students will listen to an interview with a famous artist and answer comprehension questions, as well as reflect through narration the television they used to watch as a child compared with today. Students will also practice expressing doubt by completing conversations between friends and siblings using either the indicative or the subjunctive tense. The culminating project, the multimedia television program guide, will also help students learn about the cultures of Venezuela, Colombia, Ecuador, Peru, and Bolivia, by asking them to research television shows aired within these countries.

Unit 6: Ch.2-Aquí tienes mi numero

In this chapter, students will learn to talk about technology. Students will develop the vocabulary necessary to discuss the technology necessary for work and daily life, as well as vocabulary related to the purchasing of electronic devices. Students will utilize this vocabulary throughout the chapter in speech, writing, reading, and listening. Textbook activities will encourage students to write and discuss the types of technology they use and buy. Impromptu oral journals will also encourage the development of vocabulary by asking the students to reflect on technology in their lives. Students will engage in activities and respond to comprehension questions in response to readings from the textbook and conversations that they listen to. In keeping with the standards of the chapter, students will also practice and review several concepts through the chapter's activities: the use of prepositions and adverbs in stating location; the use of *pero* vs. *sino* to make contrasts; the use of *se* to describe unplanned events. In this chapter's culminating project, students will use the vocabulary and grammatical structures learned in this chapter to create a comprehensive multimedia advertisement in Spanish for a real or invented electronic device. Students must be able to talk comparatively about the device and write persuasively to create an effective advertisement.

Unit 6: Ch.3-¿Un viaje al ciberespacio!

In this chapter, students continue to learn about technology in the world today, this time focusing on computers, computer use, and cyberspace. Students will also continue developing the ability to

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compare, evaluate, and express relationships through prepositions, verbs with prepositions, and a review of comparatives and superlatives. These tools will allow students to complete their textbook activities and reading comprehension questions. Students will gain written and verbal practice in these areas by participating in their activities and completing their impromptu 3-to-5 minute oral journals relating to the use of computers and the internet. Some activities in this chapter will be aural, requiring students to listen to, comprehend, and respond to spoken dialogue about technology. Responses in this chapter include writing in paragraph form. This chapter's culminating project requires students to compare and evaluate what they've learned about technology and its role in connecting them to Spanish speaking communities and countries. Students will be asked to compose a full-length journalistic article for their school newspaper on a school event related to technology. Students will need to use the grammatical structures and vocabulary learned in this chapter to clearly express their opinions and accurately report the information in their article.

Literature Unit:

The final unit of the class will be a look into the life and work of Gabriel García Márquez, specifically the first chapter of *Cien Años de Soledad*. Students will begin by learning about García Márquez's life. They will be asked to listen to, read, and watch presentations in Spanish on García Márquez's life and the history of Colombia while taking notes and responding to comprehension questions to develop a background for the story. To prepare themselves, students must define and study an extensive list of some of the new and difficult vocabulary used in García Márquez's book, while keeping a journal of other words or phrases that strike them as interesting, significant, or difficult. Students will take notes on the story in preparation to write a literary analysis essay. The essay will ask students to analyze the significance of García Márquez's unique presentation of the History of Macondo.

Assessments in this course are designed to provide evidence of competency for students in reading, writing and speaking. Students are given the opportunity to use web 2.0 tools, draft essays, audio conversational journals, complete reports, and research projects as means of assessment. These assessments help to provide real world applications for their skillset. Communication assessments are throughout the course, both formally and informally in the forms stated above as well as through interactive media that is crafted by the student. There is a consistent monitoring of student progress through evaluation of participation, homework, tests, midterm, projects, and the end of course exam, which the student must draft themselves.

Conversational Journals – Throughout this course students will be assessed on their verbal Spanish skills through the development of their conversational journals. Students will record their Spanish conversations using the web 2.0 tool screencastomatic.com. Students create multiple two to three minutes of conversation on the assigned topic per chapter. Students send their teachers the web link via email and teacher assess the Spanish conversation based on pronunciation, correct use of vocabulary, and properly addressing the conversation topic. Student's narration style will also be assessed based on their ability to provide a smooth delivery in a conversational style. Voice must be clear and expressive.

Reading Comprehension Questions – Students will respond in writing to assigned reading comprehension questions throughout the course. Students will write their answers in Spanish using

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the correct vocabulary, verb tense and topic based on the assigned chapters. Student ability to use affirmative and negative expressions is evaluated from their assigned questions. Also evaluated is the ability to express and understand opinions. Students will be assessed on their ability to understand the written language by answering the comprehension questions related to them.

Spanish Essay Writing – Students are assigned multiple essays throughout the courses. Students will construct essays in Spanish in response to read Spanish literature such as *El Sur* and three poems by Pablo Neruda and *Cien años de soledad*. In their essays, students will analyze the role of history in the literature and character analysis. Student essays will be graded using a rubric based on content, thesis support throughout their essays and Spanish writing abilities. They are also evaluated on their ability to use strings of related sentences together, using proper grammar, spelling, and punctuation. Students are also assessed on their ability to create sentences, form paragraphs, and write an essay, in Spanish, that includes an effective introduction, developed body paragraphs, and a conclusion.

Projects – Students will create various projects in this course. Students will create a classified ad in Spanish and present it in Spanish to the teacher. Research and writing their ad is required before they can present it. Students will also create a digital timeline based on their research of the Spanish Civil War. Student's digital timeline will be assessed for vocabulary use, accuracy, and creativity/appearance. Also evaluated will be the two paragraph response about the event the student chose to research more in depth.

Listening – Students will watch *El Norte* in Spanish and be assessed on comprehension questions based on the movie. Also through the chapters in the book students will listen to audio of Spanish conversations using audio tracks and will be assessed on their ability to understand the spoken language by answering questions through verbal and written communication.

Midterm - Students will be graded on their ability to express themselves, verbally and spontaneously, using grammar appropriately, as they talk with their teacher during the speaking component of the midterm. Students are asked to discuss an ideal trip with their teacher about where they traveled, why, with whom, and what did they enjoying seeing. This improvised assessment is a short narrative of approximately 10 sentences long, after which the Spanish teacher will ask their own spontaneous (Spanish) questions about the student's travel experience. Student answers to these questions will be graded with the same rigor.

Final Exam – At the end of this course students will complete their final exam that assess the student's verbal, listening, writing, and reading Spanish abilities based on the content learned throughout the chapters in the textbook and literature read within the course. Students will respond to vocabulary questions in writing and various multiple choice questions based on content from the textbook. Then write a short in class essay in Spanish and then complete a speaking assessment on a given topic with the teacher.

Grammar and vocabulary will be introduced through instructional activities in the textbook as well as through flashcard review. New grammatical structures and Spanish words/phrases will be reinforced through their required use in students' oral journals, written responses, and the projects that cap each chapter.

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Cultural Connections will be introduced primarily through the use of cultural artifacts (literature, movies, and television) and through the use of the textbook readings. Students will be encouraged to discuss, compare, and engage with the new cultures through the use of their oral journals, written responses, and creative engagement with the cultures through their various projects. Students will be asked to put themselves in the shoes of the people who live in those cultures and to use their research skills to further learn about the cultures and societies of Spanish-speaking countries.

Reading will be an integral component to this course. Students will be required to develop strong reading skills to comprehend textbook assignments and the literature prescribed in the course. Reading in this course is designed to inform students, allow students to imitate grammatical patterns, learn vocabulary in context, and engage creatively with the language.

Listening will encourage students to continue to develop their ability to comprehend conversational Spanish. Students will listen to a movie (*El Norte*) and the instructional CD's that accompany the textbook to be exposed to Spanish dialogue.

Speaking will primarily be developed through the use of students' impromptu oral journals. Students will be asked to respond to prompts relating to the topics in each chapter in an unscripted manner for 3-to-5 minutes. There will also be several projects which will include students presenting their research or project in an oral presentation to the teacher. Students will hopefully become more comfortable speaking in Spanish in front of a small audience and gain a greater confidence in composing impromptu Spanish dialogue.

Writing will be integral to students' development in the Spanish language in this course. Students will be asked to compose written work of various lengths in Spanish. From short answer, to short paragraphs, to essays, students will practice researching, composing, and editing well-developed ideas in Spanish. Students will be required to use the grammatical structures and vocabulary correlating to each chapter in their written exercises, as well as the correct accentuation of words.

Technology will also be integral to this course. Students will engage with the language through pictures and videos that they use to help create their multimedia presentations on a computer. Computers will be used for some of the instruction (such as the use of audio and audio-visual CD's) as well as a tool for researching and composing essays and projects. Students will be able to use applications such as Microsoft Word, Microsoft PowerPoint, Microsoft Publisher, Prezi, Screencasts, and YouTube as they progress through the course.

Throughout Spanish 6 students will develop critical thinking and cultural processing skills through text, visuals, audio, video, and interpersonal communication. The assignments developed for this course are designed to meet CA Common Standards of Reading Comprehension and writing skills.

Students read for meaning through indirect instruction, and engage in simulations and field observations via experiential learning. Students work to expand their cultural knowledge and awareness through contextual situations they read and answer questions about. Students demonstrate their ability to engage in oral and written conversations via comprehension questions, a movie critique, and various web 2.0 projects.

Scope, Sequence & Assignments- Spanish

Unit 4- Students will be focusing on different areas of collegiate study and career choices. Within this unit students will be completing the following key assignments:

Reading Comprehension Questions - Students will answer in Spanish multiple reading comprehension questions based on reading from Unit 4. These questions address comprehension of the vocabulary words, understanding the different fields of study and careers and the abilities to prepare for a job interview and career after college. Students will use past and present progressives within their answers.

Conversational Journals - Students will complete several impromptu and conversations in Spanish and record them to turn in to their teacher. Students will discuss different college campuses and what areas of study they are interested in.

Listening - Audio Conversation between two Spanish speaking students that discuss their schools and areas of interest and why they like their subject areas. Students will also use the online textbook support classzone.com to help with vocabulary pronunciation and memorization.

Reading – Students will be reading Chapters 1, 2, and 3 within Unit 4 of the textbook to help with content understanding.

Projects – Students will create a mock interview within a career of interest and develop at least six interview questions using vocabulary from Unit 4. Students will record audio of their questions and turn in. Students will then have a mock interview with the teacher using the Spanish questions they created. Students, in another project, will create a classified ad in Spanish. They will create a visual ad in Spanish such as a poster and present that in Spanish to their teacher. Students will also read “El Sur” in Spanish and write an essay in Spanish that addresses the symbolism of southern Argentina within the story of “El Sur”. And how is the history of Argentina represented in ‘El Sur’ specifically Argentina’s history of immigrants. In another project in Unit 4, students will create a PowerPoint presentation and speech in Spanish about different people groups within Latin American that speak different dialect mentioned with the textbook.

Unit 5 Students will be completing assignments that focus on communication, Spanish and Latin America cultures and expressing relationships.

Reading Comprehension Questions: Students will answer in Spanish multiple reading comprehension questions based on reading from Unit 5. These questions address comprehension of the vocabulary words, understanding and discussing of art, requesting clarification in a conversation, music, relative pronouns, expressing relationships and making generalizations.

Conversational Journals: Students will complete several impromptu and conversations in Spanish and record them to turn in to their teacher based on topics within Unit 5.

Listening: There will be Audio Conversation taking place between two Spanish speaking students that discuss Spanish arts and crafts, and direct object pronouns. Students will also use the online textbook support classzone.com to help with vocabulary pronunciation and memorization.

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Reading – Students will be reading Chapters 1, 2, and 3 within Unit 5 of the textbook to help with content understanding.

Projects – Students will complete an online timeline using timetoast.com that focuses on a particular event within the Spanish Civil War. After answering questions about the Spanish Civil War, students will need to organize 10 major events into the digital timeline. Each event will include a brief one sentence description about the importance of that event. Lastly, students choose one particular event from the timeline to research further and answer specific questions on. Organize these answers into a two paragraph response, in Spanish. Students will also complete a movie analysis: *El Norte*. Students learn about the volatile issue of immigration from viewing this movie, along with other research. From this students draft a five paragraph analytical essay, in Spanish. The essay should include the following points: the reasons for illegal immigration, the problems faced by illegal immigrants trying to arrive safely in the US, the issues they face on a daily basis to survive in the US, and contributions and/or problems involved with an influx of illegal immigrants. Students will also complete a Spanish poetry project. They will read a background of writer Pablo Neruda and three of his poems. They will when research further into his life and create their own Ode poem.

Unit 6

Reading Comprehension Questions: Students will answer in Spanish multiple reading comprehension questions based on reading from Unit 6.

Conversational Journals: Students will complete several impromptu and conversations in Spanish about television programing, technology, and their types of shows and record them to turn in to their teacher. Students will also narrate the past and express doubt about and certainty and report what others say.

Listening: There will be Audio Conversation taking place between two Spanish speaking students that discuss television shows, technology, and make contrasts. Students will also use the online textbook support classzone.com to help with vocabulary pronunciation and memorization.

Reading: Students will be reading Chapters 1, 2, and 3 within Unit 6 of the textbook to help with content understanding.

Projects In keeping aligned with the chapter's focus on technology, students are asked to create an advertisement for a product to be sold at a convention. First students must pretend that they've invented a device/product to advertise. Create the advertisement, name the product, and decide what it does and who will be the audience. After answering some questions about their product, students are then asked to record a screenshot of their advertisement, complete with script/narration and present it to the teacher. Student will then engage in a journalistic writing activity, as their school's newspaper reporter, where they describe a school-related event associated to technology. Here students narrate a sequence of events and communicate their significance. Students will also learn new vocabulary terms based on reading *Cien anos de soledad* and write an essay. Students will respond to reading questions based on the story and then develop an essay that analyzes a character from the story or analyze the significance of Marques' presentation of history throughout the story.

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Module 1: En Espanol 3 and Lesson Guide.

Objectives:

1. Talk about present and past activities.
2. Describe people. Talk about experiences.
3. List accomplishments.
4. Describe fashions.
5. Talk about the pastimes. Talk about the future.
6. Predict actions.

Spanish 5 Assignments:

- **Lesson 1:** Read Etapa Preliminar pp. xl-27 - Bienvenidos al Mundo Hispano! Complete the activities outlined in the lesson guide.
- **Lesson 2:** Read Unit 1 Chapter 1 pp. 28-53- Como Soy? Complete the activities outlined in the lesson guide.
- **Lesson 3:** Read Unit 1: Chapter 2 pp. 54-75- Como Me Veo? Complete the activities outlined in the lesson guide.
- **Lesson 4:** PowerPoint Assignment: Complete the activities outlined in the lesson guide.
- **Lesson 5:** Read Unit 1: Chapter 3 pp. 76-86 - Hay Tanto que Hacer! Complete the activities outlined in the lesson guide.

Module 2: En Espanol 3 and Lesson Guide.

Objectives:

1. Say what you want to do. Make requests. Make suggestions.
2. Say what should be done.
3. React to ecology. React to others' actions.
4. React to nature. Express doubt. Relate events in time.

Assignments:

- **Lesson 6:** Read Unit 1: Chapter 3 pp. 87-99 - Hay Tanto que Hacer! Complete the activities outlined in the lesson guide.

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- **Lesson 7:** Read Unit 2: Chapter 1 pp. 102-127- Pensemos en Los Demas. Complete the activities outlined in the lesson guide.
- **Lesson 8:** Una Entrevista: Create an audio recording of a formal interview, in Spanish, with someone from a Spanish speaking country.
- **Lesson 9:** Read Unit 2: Chapter 2 pp. 128-149 - Un Planeta En Peligro. Complete the activities outlined in the lesson guide.
- **Lesson 10:** Read Unit 2: Chapter 3 pp. 150-163 - La Riqueza Natural. Complete the activities outlined in the lesson guide.
- **Lesson 11:** Read Unit 2: Chapter 3 pp. 168-175 - Un Pais de Encanto. Complete the activities outlined in the lesson guide.

Module 3: En Espanol 3 and Lesson Guide.

Objectives:

1. Describe celebrations, holidays, and historic events.
2. Say what people want. Link events and ideas.
3. Express emotion and doubt. Hypothesize.
4. State cause and effect.
5. Give information. Make suggestions and wishes.

Assignments:

- **Lesson 12:** Read Unit 3: Chapter 1 pp. 176-201- A Fin la Graduacion! Complete the activities outlined in the lesson guide.
- **Lesson 13:** Read Unit 3: Chapter 2 pp. 202-223 - Prospero Ano Nuevo! Complete the activities outlined in the lesson guide.
- **Lesson 14:** Read Unit 3: Chapter 3 pp. 224-247 - Celebraciones de Patria. Complete the activities outlined in the lesson guide.
- **Lesson 15:** Complete the study guide for the final exam.
- **Lesson 16:** Complete the comprehensive end of course exam

Module 1: En Espanol 3 and Lesson Guide.

Objectives:

1. Describe your studies.
2. Ask Questions.

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3. Say what you are (and were) doing.
4. Talk about careers.
5. Express past probability.

Spanish 6 Assignments:

- **Lesson 1:** Read Unit 4 Chapter 1 pp. 254-275 - El proximo paso - Complete the activities outlined in the lesson guide.
- **Lesson 2:** Read Unit 4 Chapter 1 pp. 254-275 - El proximo paso - Complete the activities outlined in the lesson guide.
- **Lesson 3:** Read El Sur and complete the activities and essay outlined in the lesson guide.
- **Lesson 4:** Read Unit 4 Chapter 2 pp. 276-297 - cual sera tu profesion? - Complete the activities outlined in the lesson guide.
- **Lesson 5:** Read Unit 4: Chapter 3 pp. 298-321 - Un mundo de posibilidades. Complete the activities outlined in the lesson guide.

Module 2: En Espanol 3 and Lesson Guide.

Objectives:

1. Identify and specify.
2. Request clarification.
3. Express relationships.
4. Make generalizations.

Assignments:

- **Lesson 6:** Read Unit 4: Chapter 3 pp. 298-321 - Un mundo de posibilidades. Complete the activities, speech, and presentation outlined in the lesson guide.
- **Lesson 7:** Read Unit 5: Chapter 1 pp. 330-342- Tradiciones espanolas. Complete the activities outlined in the lesson guide.
- **Lesson 8:** Read p. 348 Conexiones. Timetoast Assignment. Complete the activities outlined in the lesson guide.
- **Lesson 9:** Read Unit 5: Chapter 2 pp. 352-363 - Un Nuevo Mundo. Complete the activities outlined in the lesson guide.
- **Lesson 10:** In class Midterm.

Module 3: En Espanol 3 and Lesson Guide.

Scope, Sequence & Assignments- Spanish

Objectives:

1. Narrate in the past.
2. Express doubt and certainty.
3. Report what others say.
4. Talk about television and technology.
5. Talk about film.

Assignments:

- **Lesson 11:** Read Unit 5: Chapter 3 pp. 372-397 - Lo major de dos mundos. Complete the activities outlined in the lesson guide.
- **Lesson 12:** Read Pablo Neruda, Oda a la cebolla, Oda a la sal, Oda al tomate. Complete the activities outlined in the lesson guide.
- **Lesson 13:** Read pp. 388-395 and watch the movie El Norte. Complete the activities and essay outlined in the lesson guide.
- **Lesson 14:** Read Unit 6: Chapter 1 pp. 402-423 - Que quieres ver? Complete the activities outlined in the lesson guide
- **Lesson 15:** Read Unit 6: Chapter 2 pp. 426-445 - Aqui tienes mi numero. Complete the activities outlined in the lesson guide.

Module 4: En Espanol 3 and Lesson Guide.

Objectives:

1. Compare and evaluate.
2. Express precise relationships.
3. Express emotion and doubt. Hypothesize.
4. Navigate cyberspace.

Assignments:

- **Lesson 16:** Unit 6: Chapter 2 pp. 426-445 - Aqui tienes mi numero. Complete the activities outlined in the lesson guide.
- **Lesson 17:** Read Unit 6: Chapter 3 pp. 446-469 - Un viaje al ciberespacio! Complete the activities outlined in the lesson guide.
- **Lesson 18:** Literature - Cien anos de soledad - Complete the activities outlined in the lesson guide.
- **Lesson 19:** Literature - Cien anos de soledad - Complete the activities outlined in the lesson guide.
- **Lesson 20:** Literature - Cien anos de soledad - Complete the activities outlined in the lesson guide.

Scope, Sequence & Assignments- Spanish

- **Lesson 21:** Ask your teacher for the Study Guide. Complete it and turn it in before you take the End of Course Exam.
- **Lesson 22:** Complete the comprehensive end of course examination.

Scope, Sequence & Assignments- English 8

Discipline: English

Grade level: 8th

Title of course: English 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: English 8

Textbook & Materials: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Full Length Novels: The Pigman & The Call of the Wild

Course Overview:

In this two-semester course, the students will be exploring the themes of change, adaption, and compassion, in an attempt to address the Essential Question, "What does it mean to adapt to your surroundings; physically, mentally, and spiritually? "What does change mean in our lives? Should we fight it or adapt?" Required readings that include full length novels that will focus on analysis and making historical connections with literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with a variety of themes using textbooks, novels, videos and the various web 2.0 technology.

This course is required of all students in grade eight. The course content includes the thematic study of literature in major genre areas: short story, nonfiction, poetry, drama, and the novel. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized in each unit.

English 8-1

Module 1: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Understand the standard forms of American English, which include: spelling, vocabulary, grammar and usage.
2. Read and analyze different types of literature: short stories, drama, nonfiction, poetry, myth, legend, folktale, and novel

Assignments:

Scope, Sequence & Assignments- English 8

- **Lesson 1:** Literature Book pp. 20-39 - READ "Prepare to Read" for each of the following sections. "Charles" and "I Know Why the Caged Bird Sings": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 2:** Literature Book pp. 42-51 - READ "Prepare to Read" for each of the following sections. "Road Not Taken", "All But Blind", and "The Choice": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 3:** Literature Book pp. 52-59 - READ "Prepare to Read" for each of the following sections. "Email from Bill Gates": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 4:** Literature Book pp. 116-125 - READ "Prepare to Read" for each of the following sections. "The Secret": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 5:** Lesson Guide - Persuasive Speech - Complete all activities assigned in the Lesson Guide.

CCSS: RL.8. L.8.1a, L.8.1b, L.8.4d L.8.2, L.8. 3, L.8.4c L.8.4b, L.8.5c, L.8.6 L.8.2c, L.8.4a, & L.8.4c RL.8. 2, RL.8.3, RL.8.1, RL.8.4, RL.8.9, & RL.8.6]

Module 2: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Read and analyze different types of literature: short stories, drama, nonfiction, poetry, myth, legend, folktale, and novel.
2. Understand the parts of a story.

Assignments:

- **Lesson 6:** Literature Book pp. 154-169 - READ "Prepare to Read" for each of the following sections. "Up the Slide" and "from Hatchett": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 7:** Literature Book pp. 254-265 - READ "Prepare to Read" for each of the following sections. "Emancipation" and "O Captain! My Captain!": Read the selections and complete all activities assigned in the Lesson Guide.

Scope, Sequence & Assignments- English 8

- **Lesson 8:** Lesson Guide - Business Letter - Complete all activities assigned in the Lesson Guide.
- **Lesson 9:** Literature Book pp. 362-375 - READ "Prepare to Read" for each of the following sections. "Choice: A Tribute to Dr. Martin Luther King, Jr. "," Ellis Island "," Achieving the American Dream and "The New Colossus": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 10:** Literature Book pp. 396-410 - READ "Prepare to Read" for each of the following sections. "Taught Me Purple"," The City is So Big" and "Those Winter Sundays": Read the selections and complete all activities assigned in the Lesson Guide.

[CCSS: RL.8.1, RL.8.2, RL.8.3, RL.8.4, & RL.8.6. L.8.4a, L.8.4d L.8.1a, L.8.1c, L.8.3, L.8.4a, L.8.6, L.8.1b, & L.8.3a]

Module 3: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)
Novel: "The Pigman"

Objectives:

1. Read a novel and analyze the various parts of a novel and the elements of literature.
2. Read and analyze poetry.

Assignments:

- **Lesson 11:** Novel - Read the following novel: "The Pigman". Complete all activities in the Lesson Guide
- **Lesson 12:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide
- **Lesson 13:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide
- **Lesson 14:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide
- **Lesson 15:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide

[CCSS: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, W.8.1a W.8.1b, W.8.1c, W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.4, W.8.7, W.8.8, W.8.9, W.8.10, L.8.1, L.8.1d, L.8.2, L.8.3, L.8.3a, L.8.4, L.8.4a, L.8.6]

Scope, Sequence & Assignments- English 8

Module 4: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Read and analyze various forms of poetry.
2. Understand the standard forms of American English.

Assignments:

- **Lesson 16:** Literature Book pp. 422-431 - READ "Prepare to Read" for each of the following sections. "An American Childhood": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 17:** Literature Book pp. 460-487 - READ "Prepare to Read" for each of the following sections. "The Adventure of the Speckled Band": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 18:** Literature Book pp. 488-490 - READ "Reading Informational Materials": Complete all activities assigned in the Lesson Guide.
- **Lesson 19:** Literature Book pp. 510-513 - READ "Writing Workshop: Exposition: Explanation of a Process": Complete all activities assigned in the Lesson Guide. See your teacher for the Study Guide to the End of Course Exam.
- **Lesson 20:** Take the final exam.

[CCSS: RL.8.2, RL.8.4 RL.8.5, L.8.2, L.8.2a L.8.6, S.8.6]

English 8-2

Module 1: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

1. Read the story and complete all activities assigned in the lesson guide.
2. Learn to read informational materials.
3. Understand how to write a persuasive essay.

Assignments:

Scope, Sequence & Assignments- English 8

- **Lesson 1:** Literature Book pp. 520-531 - READ the "Previewing" section before each story carefully. "The Tell-Tale Heart": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 2:** Lesson Guide - "The Tell-Tale Heart: Narrative Essay": Complete all activities assigned in the Lesson Guide.
- **Lesson 3:** Literature Book pp. 576-590 - READ the "Previewing" section before each story carefully. "The Story-Teller" and "The Medicine Bag": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 4:** Literature Book pp. 662-665; 860-863 - READ the "Previewing" section before each story carefully. "Reading Informational Materials": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 5:** Literature Books pp. 666-674 - READ the "Previewing" section before each story carefully. "The Trouble with Television, The American Dream": Read the selections and complete all activities assigned in the Lesson Guide.

[CCSS: RI.8.1, RI.8.2, RI.8.3, RI.8.4c, RI.8.5, RI.8.6, RI.8.9, L.8.1, L.8.2, L.8.3, L.8.4b, L.8.4c, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4]

Module 2: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Novel: Call of the Wild and The Diary of Anne Frank

Objectives:

1. Understand how to write a persuasive essay.
2. Be able to write a biographical essay and presentation.

Assignments:

- **Lesson 6:** Lesson Guide - Persuasive Essay - Rough Draft: Complete all activities assigned in the Lesson Guide.
- **Lesson 7:** Lesson Guide - Persuasive Essay - Final Draft: Complete all activities assigned in the Lesson Guide.
- **Lesson 8:** Lesson Guide - pp. 678-685 - "Reading Informational Materials": Read the selections and complete all activities assigned in the Lesson Guide.

Scope, Sequence & Assignments- English 8

- **Lesson 9:** Novel - Read one of the following novels: "Call of the Wild". Complete all activities in the Lesson Guide.
- **Lesson 10:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide.

[CCSS: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.10, L.8.1, L.8.2, L.8.3, L.8.6]

Module 3: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level) Novel: Call of the Wild.

Objectives:

1. Read the story and complete all activities assigned in the lesson guide.
2. Learn to read informational materials.

Assignments:

- **Lesson 11:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide.
- **Lesson 12:** Novel - Continue reading the novel. Complete all activities in the Lesson Guide.
- **Lesson 13:** Literature Books pp. 694-724 - READ the "Previewing" section before each story carefully. "The Diary of Anne Frank, Act I": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 14:** Literature Books pp. 725-745 - READ the "Previewing" section before each story carefully. "The Diary of Anne Frank, Act I": Read the selection and complete all activities assigned in the Lesson Guide.
- **Lesson 15:** Literature Books pp. 748-768 - READ the "Previewing" section before each story carefully. "The Diary of Anne Frank, Act II": Read the selection and complete all activities assigned in the Lesson Guide.

[CCSS: RI.8.4, L.8.1, L.8.3, SL.8.4, W.8.1a, W.8.1b, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.6, W.8.8, W.8.9b]

Module 4: Textbook: Prentice Hall "Literature: Timeless Voices, Timeless Themes" (Silver Level)

Objectives:

Scope, Sequence & Assignments- English 8

1. Read the story and complete all activities assigned in the lesson guide.
2. Learn to read informational materials about crime solving.

Assignments:

- **Lesson 16:** Lesson Guide - Final Project: Complete all activities assigned in the Lesson Guide.
- **Lesson 17:** Literature Books pp. 876-885 - READ the "Previewing" section before each story carefully. "New World, Lyric 17, For My Sister Molly Who in the Fifties": Read the selections and complete all activities assigned in the Lesson Guide.
- **Lesson 18:** Lesson Guide - Research Report & Informational Speech: Complete all activities assigned in the Lesson Guide.
- **Lesson 19:** Lesson Guide - Research Report & Informational Speech: Complete all activities assigned in the Lesson Guide.
- **Lesson 20:** Take the final exam.

[CCSS: W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.6, W 8.8, and W8.9b, L.8.1, L.8.3, SL.8.4]

Scope, Sequence & Assignments - Mathematics 8

Discipline: Mathematics

Grade level: 8th

Title of courses: Mathematics 8a, 8b

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core 8th grade Mathematics Standards

Textbook & additional resources: California Algebra Readiness; Edgenuity (online curriculum)

Course Overview:

This two semester course is designed for grade 8 students establishing and building the fundamental skills necessary for success in the high school college preparatory algebra 1 or Integrated Math courses. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability. Algebraic skills and concepts are developed in various real world problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course.

Module 1: Prentice Hall Mathematics: California Algebra Readiness.

Objectives:

1. Learn Numerical Expressions.
2. Write Algebraic Expressions.
3. Use Estimation.
4. Know Properties of Numbers.
5. Learn The Distributive Property.
6. Define an Integer.
7. Understand Absolute Value.
8. Add, Subtract, Multiply, and Divide Integers.
9. Learn Exponents.

Assignments:

Scope, Sequence & Assignments - Mathematics 8

- **Lesson 1:** Chapter 1 pp. 2-19 – 1-1 Numerical Expressions; 1-2 Algebraic Expressions; 1-3 Writing Expressions.
- **Lesson 2:** Chapter 1 pp. 20-33 – 1-4 Estimating for Reasonableness; 1-5 Properties of Numbers; 1-6 the Distributive Property.
- **Lesson 3:** Complete Chapter 1 Review; Chapter 1 Test on pp. 38-40.
- **Lesson 4:** Chapter 2 pp. 44-61 – 2-1 Integers and Absolute Value; 2-2 Adding Integers; 2-3 Subtracting Integers.

Lesson 5: Chapter 2 pp. 62-76 – 2-4 Multiplying Integers; 2-5 Dividing Integers; 2-6 Positive Exponents.

California Common Core State Standards: 8.EE.7.A, 8.EE.7.B.

Module 2: Prentice Hall Mathematics: California Algebra Readiness.

Objectives:

1. Solve Equations through Addition, Subtraction, Multiplication, and Division.
2. Solve Two-Step Equations.
3. Learn Square Roots.
4. Use Pythagorean Theorem.

Assignments:

- **Lesson 6:** Complete – Chapter 2 Review; Chapter 2 Test on pp. 78-80.
- **Lesson 7:** Chapter 3 pp. 84-100 – 3-1 Solving Addition Equations; 3-2 Solving Subtraction Equations; 3-3 Solving Multiplication and Division Equations.
- **Lesson 8:** Chapter 3 pp. 102-119 – 3-4 Solving Two-Step Equations; 3-5 Square Roots; 3-6 The Pythagorean Theorem; 3-7 Using the Pythagorean Theorem.
- **Lesson 9:** Complete Chapter 3 Review; Chapter 3 Test on pp. 124-126.
- **Lesson 10:** Complete Standards Mastery; Cumulative Practice for Chapters 1, 2, 3 (odd problems) on pp. 41-43, 81-83, 127-129.

California Common Core State Standards: 8.EE.7.A, 8.EE.7.B, 8.EE.2.

Scope, Sequence & Assignments - Mathematics 8

Module 3: Prentice Hall Mathematics: California Algebra Readiness.

Objective:

1. Learn Prime Factorization and Greatest Common Divisor.
2. Learn Equivalent Fractions.
3. Learn About Rational Numbers.
4. Add; Subtract, Multiply, Divide Rational Numbers.

Assignments:

- **Lesson 11:** Personalized Assignment.
- **Lesson 12:** Chapter 4 pp. 130-146 – 4-1 Prime Factorization; 4-2 Greatest Common Divisor; 4-3 Equivalent Fractions.
- **Lesson 13:** Chapter 4 pp. 148-157 – 4-4 Equivalent Forms of Rational Numbers; 4-5 Comparing and Ordering Rational Numbers.
- **Lesson 14:** Complete Chapter 4 Review; Chapter 4 Test on pp. 162-164.
- **Lesson 15:** Chapter 5 pp. 168-189 – 5-1 Adding Rational Numbers; 5-2 Subtracting Rational Numbers; 5-3 Multiplying Rational Numbers; 5-4 Dividing Rational Numbers.

California Common Core State Standards: 8.NS.1, 8.NS.2.

Module 4: Prentice Hall Mathematics: California Algebra Readiness.

Objective:

1. Solve One-Step Equations.
2. Learn Zero and Negative Exponents.
3. Review Topics Learned in Previous Chapters.

Assignments:

- **Lesson 16:** Chapter 5 pp. 190-205 – 5-5 Solving Equations by Adding or Subtracting; 5-6 Solving Equations by Multiplying; 5-7 Zero and Negative Exponents.

Scope, Sequence & Assignments - Mathematics 8

- **Lesson 17:** Complete – Chapter 5 Review; Chapter 5 Test on pp. 208-210.
- **Lesson 18:** Complete – Standards Mastery; Cumulative Practice for Chapters 1,2,3 (even problems) on pp. 41-43, 81-83, 127-129.
- **Lesson 19:** Complete – Standards Mastery; Cumulative Practice for Chapters 4 and 5 (all) on pp. 165-167, 211-213.
- **Lesson 20:** Complete End of Course Exam.

California Common Core State Standards: 8.NS.1, 8.NS.2, 8.EE.7.A, 8.EE.7.B, 8.EE.1, 8.EE.2.

Math 8b

Module 1: Prentice Hall Mathematics: California Algebra Readiness.

Objectives:

1. Learn Congruent Figures.
2. Understand Congruence.
3. Compare Similar Figures.
4. Write Fractions, Decimals, and Percents.
5. Find Percent of a Number.
6. Understand Percents and Proportions.

Assignments:

- **Lesson 1:** Edgenuity: Congruence and Similarity: Congruent Figures: Complete Vocabulary, Direct Instruction, Journal Activity, Practice Answers, Quiz Answers.
- **Lesson 2:** Edgenuity: Congruence and Similarity: Congruence: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.
- **Lesson 3:** Edgenuity: Congruence and Similarity: Similar Figures: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.
- **Lesson 4:** Chapter 7 pp. 250-256 – 7-1 Fractions, Decimals, and Percents; 7-2 Finding a Percent of a Number; 7-3 Percents and Proportions.

Scope, Sequence & Assignments - Mathematics 8

- **Lesson 5:** Chapter 7 pp. 266-275 – 7-4 Percent of Change; 7-5 Applications of Percent.

California Common Core State Standards: 8.G.1., 8.G.2., 8.G.3., 8.G.4., 8.NS.1.

Module 2: Prentice Hall Mathematics: California Algebra Readiness.

Objectives:

1. Use Distance Formula.
2. Understand Functions.
3. Interpret and Read Graphs.
4. Write Rules for Linear Functions.
5. Graph Linear Functions.
6. Understand Slope.
7. Learn Scale Drawings and Models.

Assignments:

- **Lesson 6:** Complete Chapter 7 Review; Chapter 7 Test on pp. 280-282.
- **Lesson 7:** Chapter 8 pp. 286-301 – 8-1 Graphing in the Coordinate Plane; 8-2 Length in the Coordinate Plane; 8-3 Functions.
- **Lesson 8:** Chapter 8 pp. 302-319 – 8-4 Graphing Linear Functions; 8-5 Slope; 8-6 Slope and Direct Variation.
- **Lesson 9:** Complete Chapter 8 Review; Chapter 8 Test on pp. 322-324.
- **Lesson 10:** Edgenuity: Congruence, Similarity: Scale Drawings, Models: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.

California Common Core State Standards: 8.NS.1, 8.G.4., 8.EE.5, 8.EE.6, 8.F.1., 8.F.2., 8.F.3., 8.F.4.

Module 3: Prentice Hall Mathematics: California Algebra Readiness.

Scope, Sequence & Assignments - Mathematics 8

Objective:

1. Understand Transformations.
2. Learn Translations, Symmetry, and Reflections.
3. Learn Properties of Exponents, Power Rules, and Roots.
4. Simplify Algebraic Expressions.
5. Solve Multi-Step Equations.

Assignments:

- **Lesson 11:** Edgenuity: Spatial Thinking: Transformations: Transformations: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.
- **Lesson 12:** Edgenuity: Spatial Thinking: Transformations: Translations: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.
- **Lesson 13:** Edgenuity: Spatial Thinking: Transformations: Symmetry and Reflections: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.
- **Lesson 14:** Chapter 10 pp. 364-377 – 10-1 Properties of Exponents; 10-2 Power Rules; 10-3 Exploring Roots.
- **Lesson 15:** Chapter 10 pp. 380-395 – 10-4 Simplifying Algebraic Expressions; 10-5 Solving Multi-Step Equations; 10-6 Solving Equations with Variables on Both Sides.

California Common Core State Standards: 8.G.1., 8.G.2., 8.G.3., 8.G.4., 8.EE.1, 8.EE.2, 8.EE.7.a, 8.EE.7.b

Module 4: Prentice Hall Mathematics: California Algebra Readiness.

Objective:

1. Learn Rotations.
2. Learn Dilations.
3. Find Surface Area of Prisms, Cylinders, Pyramids, Cones, Spheres.

Scope, Sequence & Assignments - Mathematics 8

4. Find Volume of Prisms, Cylinders, Pyramids, Cones, Spheres.

Assignments:

- **Lesson 16:** Edgenuity: Spatial Thinking: Transformations: Rotations: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.
- **Lesson 17:** Edgenuity: Spatial thinking: Transformations: Dilations: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment, Practice, and Quiz Answers.
- **Lesson 18:** Edgenuity: Surface Area and Volume: Three Dimensional Figures: Surface Area: Prisms, Cylinders, Pyramids, Cones, and Spheres: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment Answers, Practice Answers, Quiz Answers.
- **Lesson 19:** Edgenuity: Surface Area and Volume: Three Dimensional Figures: Volume: Prisms, Cylinders, Pyramids, Cones, and Spheres: Complete Vocabulary, Direct Instruction, Journal Activity, Lab Lecture, Lab Assessment, Practice, Quizzes.
- **Lesson 20:** Complete End of Course Exam.

California Common Core State Standards: 8.G.1., 8.G.2., 8.G.3., 8.G.4., 8.G.9.

Scope, Sequence & Assignment- Physical Science 8

Discipline: Science

Grade level: 8th

Title of courses: Physical Science 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards

Textbook & additional resources: Focus on Physical Science

Course Overview:

This two-semester course is designed to meet the Next Generation Science Standards for Physical Science which includes motion, forces, structure of matter, earth and life science, chemistry, density, momentum and buoyancy. Students will use the inquiry method supplemented by conducting and analyzing experiments to explore the nature of the physical and chemical world. Students will also use technology to collect data and communicate ideas. The students will participate and conduct several wet labs.

Physical Science 8-1

Module 1: Textbook: Focus on Physical Science

Objectives:

1. Learn about motion.
2. Learn about forces.

Assignments:

- **Lesson 1:** Motion: Determining Position. Define ALL vocabulary terms on page 78. Read pages 42-55. Complete Reading Checks on pages 48, 51, & 53. Complete Visual Check on page 52. Complete Lesson 1 Review Standards Check 1-7 on page 54.
- **Lesson 2:** Motion: Speed, Velocity, and Acceleration. Read pages 56-63. Complete Visual Check on page 56. Complete Reading Checks on pages 57 & 59. Complete Speed Equation practice problems 1 & 2 on page 58. Complete Lesson 2 Review Standards Check 1-10 on page 61. Complete Applying Math practice problems 1 & 2 page 62.

Scope, Sequence & Assignment- Physical Science 8

- **Lesson 3:** Motion: Graphing Motion. Read pages 64-77. Complete Reading Checks on pages 65, 67, & 68. Complete Lesson 3 Review Standards Check 1-6 on page 72. Complete Standards Assessment 1-12 on pages 82 & 83.
- **Lesson 4:** Forces: Combining Forces. Define ALL vocabulary terms on page 120. Read pages 84-94. Complete Reading Checks on pages 89, 90, & 93. Complete Visual Check on page 90. Complete Lesson 1 Review Standards Check 1-8 on page 94. Complete Vertical Forces Data Lab see teacher for instructions and materials.
- **Lesson 5:** Forces: Types of Forces. Read pages 96-104. Complete Reading Checks on pages 97, 98, 100, & 103. Complete Visual Check on page 100. Complete Lesson 2 Review Standards Check 1-7 on page 104. Complete Friction Mini Lab see teacher for instructions and materials.

NGSS 8: MS-PS2: MS-PS2-2, RST.6-8: RST.6-8.1, RST.6-8.3, RST.6-8.4, RST.6-8.10.

Module 2: Textbook: Focus on Physical Science

Objectives:

1. Learn about forces.
2. Learn about density and buoyancy.

Assignments:

- **Lesson 6:** Forces: Unbalanced Forces and Acceleration. Read pages 106-114. Complete Reading Checks on pages 107, 108, 110, & 112. Complete Second Law Equation practice problems 1 & 2 on page 109. Complete Lesson 3 Review Standards Check 1-6 on page 114. Complete Standards Assessment 1-12 on pages 124 & 125.
- **Lesson 7:** Density and Buoyancy: Density. Define ALL vocabulary terms on page 160. Read pages 126-137. Complete Reading Checks on pages 131, 135, & 136. Complete Visual Check on pages 134 & 136. Complete Density Equation practice problems 1 & 2 on page 131. Complete Volume Equation practice problems 1 & 2 on page 135. Complete Lesson 1 Review Standards Check 1-3, 5-6, 8 on page 137.
- **Lesson 8:** Density and Buoyancy: Pressure and the Buoyant Force. Read pages 140-148. Complete Reading Checks on pages 141, 143, 144, & 147. Complete Pressure Equation practice problems 1 & 2 on page 142. Complete Lesson 2 Review Standards Check 1-4, 6-7 on page 148.

Scope, Sequence & Assignment- Physical Science 8

- **Lesson 9:** Density and Buoyancy: Sinking and Floating. Read pages 150-159. Complete Reading Checks on pages 151 & 153. Complete Lesson 3 Review Standards Check 1-3, 5 on page 154. Complete Standards Assessment 1-10 on pages 164 & 165.
- **Lesson 10:** Personalized Assignment.

NGSS 8: MS-PS2: MS-PS2-2, RST.6-8: RST.6-8.1, RST.6-8.4, RST.6-8.10.

Module 3: Textbook: Focus on Physical Science

Objectives:

1. Learn about the atom.
2. Learn how atoms and molecules are combined.

Assignments:

- **Lesson 11:** Understanding the Atom: Atoms-Basic Units of Matter. Define ALL vocabulary terms on page 208. Read pages 168-179. Complete Reading Checks on pages 176, 177, & 178. Complete Lesson 1 Review Standards Check 1-6, 8 on page 179. Complete Applying Math practice problems 1 & 2 on page 180.
- **Lesson 12:** Understanding the Atom: Discovering Parts of the Atom. Read pages 182-194. Complete Visual Checks on pages 182 & 191. Complete Reading Checks on pages 183, 184, 187, 188, 189, & 190. Complete Lesson 2 Review Standards Check 1-6 on page 194.
- **Lesson 13:** Understanding the Atom: Elements, Isotopes, and Ions-How Atoms Differ. Read pages 195-202. Complete Reading Check on page 198. Complete Visual Checks on pages 196, 197, & 200. Complete Lesson 3 Review Standards Check 1-6 on page 202. Complete Standards Assessment 1-13 on pages 212 & 213.
- **Lesson 14:** Combining Atoms and Molecules: How Atoms Form Compounds. Define ALL vocabulary terms on page 244. Read pages 214-228. Complete Reading Checks on pages 219, 221, 223, 225, 226, & 227. Complete Visual Checks on pages 222 & 225. Complete Lesson 1 Review Standards Check 1-8 on page 228.
- **Lesson 15:** Combining Atoms and Molecules: Forming Solids. Read pages 230-237. Complete Reading Checks on pages 230, 232, 235, & 236. Complete Visual Check on page 233. Complete Lesson 2 Review Standards Check 1-7 on page 237. Complete Applying Math practice problems 1 & 2 on page 238.

NGSS 8: MS-PS1: MS-PS1-1, RST.6-8: RST.6-8.1, RST.6-8.5, RST.6-8.10.

Scope, Sequence & Assignment- Physical Science 8

Module 4: Textbook: Focus on Physical Science

Objectives:

1. Learn how atoms and molecules are combined.
2. Identify the states of matter.

Assignments:

- **Lesson 16:** Combining Atoms and Molecules. Review pages 218-237. Complete Data Lab on page 239. Complete Standards Assessment 1-15 on pages 248 & 249.
- **Lesson 17:** States of Matter: Solids, Liquids, and Gases. Define ALL vocabulary terms on page 280. Read pages 250-260. Complete Reading Checks on pages 255, 256, and 259. Complete Lesson 1 Review Standards Check 1-7 on page 260.
- **Lesson 18:** States of Matter: Changes in States of Matter. Read pages 261-273. Complete Reading Checks on pages 263, 264, 266, 268, & 271. Complete Visual Check on page 265. Complete Lesson 2 Review Standards Check 1-9 on page 273.
- **Lesson 19:** States of Matter. Review pages 250-273. Complete Data Lab on page 274. Complete Applying Math practice problems 1 & 2 on page 275. Complete Standards Assessment 1-12 on pages 284 & 285.
- **Lesson 20:** Complete the End of Course Exam in class,

NGSS 8: MS-PS1: MS-PS1-2, MS-PS1-4, RST.6-8: RST.6-8.1, RST.6-8.3, RST.6-8.5, RST.6-8.10.

Physical Science 8-2

Module 1: Textbook: Focus on Physical Science

Objectives:

1. Learn about the periodic table and physical properties.
2. Learn about chemical reactions.

Assignments:

Scope, Sequence & Assignment- Physical Science 8

- **Lesson 1:** The Periodic Table and Physical Properties: Organization of the Periodic Table. Define ALL vocabulary terms on page 290. Read pages 286-299. Complete Reading Checks on pages 290, 295, and 296. Complete Visual Check on page 298. Complete Lesson 1 Review Standards Check 1-7, & 10 on page 299.
- **Lesson 2:** The Periodic Table and Physical Properties: Isotopes and Radioactivity. Define ALL vocabulary terms on page 301. Read pages 301-310. Complete Reading Checks on page 301, 304, 307, & 309. Complete Lesson 2 Review Standards Check 2, 3, 6, & 7 on page 310. Complete Applying Math practice problems 1 & 2 on page 311.
- **Lesson 3:** The Periodic Table and Physical Properties: Physical Properties and Change. Define ALL vocabulary terms on page 313. Read pages 313-318. Complete Reading Checks on page 313, 314, 316, & 317. Complete Lesson 3 Review Standards Check 1-5 on page 318. Complete Standards Assessment 1-13 on page 328-329.
- **Lesson 4:** Chemical Reactions: Chemical Properties and Changes. Define ALL vocabulary terms on page 338. Read pages 334-344. Complete Reading Checks on pages 339, 340, & 343. Complete Visual Check on page 341. Complete Lesson 1 Review Standards Check 1-6 on page 344.
- **Lesson 5:** Chemical Reactions: Chemical Equations. Define ALL vocabulary terms on page 346. Read pages 346-356. Complete Reading Checks on page 347, 349, 350, & 352. Complete Lesson 2 Review Standards Check 1, 3, 4, 5, 6, 7, & 10 on page 356.

NGSS 8: MS-PS1-2, MS-PS1-3, MS-PS1-5, MS-PS1-6, And RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.

Module 2: Textbook: Focus on Physical Science

Objectives:

1. Learn about chemical reactions.
2. Learn about acids and bases.

Assignments:

- **Lesson 6:** Chemical Reactions: Energy and Chemical Change. Define ALL vocabulary terms on page 358. Read pages 358-363. Complete Reading Checks on pages 359 & 362. Complete Visual Checks on pages 360 & 362. Complete Lesson 3 Review Standards Check 1-4 on page 363. Complete Standards Assessment 1-15 on pages 374-375.

Scope, Sequence & Assignment- Physical Science 8

- **Lesson 7:** Acids and Bases in Solution: Solutions. Define ALL vocabulary terms on page 380. Read pages 380-392. Complete Reading Checks on pages 382, 384, 387, 388, & 390. Complete Lesson 1 Standards Check 1-5 on page 392.
- **Lesson 8:** Acids and Bases in Solution: Acidic, Basic, and Neutral Solutions. Define ALL vocabulary terms on page 394. Read pages 394-405. Complete Reading Checks on page 395, 396, 399, 400, 401, & 402. Complete Lesson 2 Standards Check section 1-4, & 9 on page 405.
- **Lesson 9:** Acids and Bases in Solution: Acidic, Basic, and Neutral Solutions. Complete Applying Math on page 407. Complete Using Vocabulary on bottom of page 413. Complete Standards Assessment questions 1-14 on page 417. Complete "How can you determine pH?" Mini Lab on page 406. See teacher for instructions and materials.
- **Lesson 10:** Personalized Assignment. See Teacher.

NGSS 8: MS-PS1-2, MS-PS1-3, And RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.

Module 3: Textbook: Focus on Physical Science

Objectives:

1. Learn about the chemistry of living system.
2. Learn about our solar system.

Assignments:

- **Lesson 11:** Chemistry of Living Systems: Chemistry of Life. Define ALL vocabulary terms on page 448. Read pages 418-427. Complete Reading Checks on pages 423 & 425. Complete Visual Check on page 426. Complete Lesson 1 Review Standards Check 1-5, & 7 on page 427.
- **Lesson 12:** Chemistry of Living Systems: Carbon Compounds. Read pages 428-437. Complete Reading Checks on pages 434 & 435. Complete Visual Checks on pages 429, 430 & 433. Complete Lesson 2 Review Standards Check 1-7 on page 436. Complete Applying Math Practice Problems 1 & 2 on page 437.
- **Lesson 13:** Chemistry of Living Systems: Compounds of Life. Read pages 438-453. Complete Reading Checks on pages 439 & 441. Complete Lesson 3 Review Standards Check 1-6 on page 442. Complete Standards Assessment 1-17 on pages 452-453.

Scope, Sequence & Assignment- Physical Science 8

- **Lesson 14:** Our Solar System: Structure of the Solar System. Define ALL vocabulary terms on page 498. Read pages 456-470. Complete Reading Checks on pages 465 & 467. Complete Visual Checks on pages 462 & 464. Complete Lesson 1 Review Standards Check 1-7 and 9 on page 470.
- **Lesson 15:** Our Solar System: The Sun-Earth-Moon System & The Planets and Their Moons. Read pages 472-488. Complete Reading Checks on pages 473 & 478. Complete Visual Check on page 474. Complete Lesson 2 Review Standards Check 1-6 on page 476. Complete Lesson 3 Review Standards Check 1-9 on page 488.

NGSS 8: MS-PS2-4, RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.

Module 4: Textbook: Focus on Physical Science

Objectives:

1. Learn about the solar system.
2. Learn about stars and galaxies.

Assignments:

- **Lesson 16:** Our Solar System: Asteroids Comets and Meteoroids. Read pages 489-503. Complete Lesson 4 Review Standards Check 1-7 on page 493. Complete Standards Assessment 1-14 on pages 502-503. Complete Impact Craters Lab. See teacher for instructions and materials.
- **Lesson 17:** Stars and Galaxies: Stars. Define ALL vocabulary terms on page 540. Read pages 504-518. Complete Reading Checks on pages 510 & 511. Complete Lesson 1 Review Standards Check 1-4, & 6-8 on pages 516. Complete Visual Checks on pages 509, 513 & 514. Complete Applying Math Practice Problems 1 & 2 on page 518.
- **Lesson 18:** Stars and Galaxies: How Stars Shine. Read Pages 519-527. Complete Reading Checks on pages 523, 525, & 526. Complete Lesson 2 Review Standards Check 1-10 on page 527.
- **Lesson 19:** Stars and Galaxies: Galaxies. Read pages 528-545. Complete Reading Checks on pages 530 & 532. Complete Lesson 3 Review Standards Check 1-8 on page 534. Complete Standards Assessment 1 & 2, 4, 6 & 7 on pages 544-545.
- **Lesson 20:** Complete the End of Course Exam in class

NGSS 8: MS-PS2-4, RST.6-8: RST.6-8.1, RST.6-8.4, And RST.6-8.10.

Discipline: History/Social Science

Grade level: 8th

Title of courses: United States History & Geography 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: United States History: Independence to 1914

Course Overview:

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

United States History 8-1

Module 1: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about the earliest people in North America and the Europeans who colonized it.
2. Learn about the English settlements that dotted the east coast of North America.
3. Learn about the American War for Independence.

Assignments:

- **Lesson 1:** Chapter 1, pp. 6-27; Early Exploration and Settlement - Complete all activities listed in the lesson guide.
- **Lesson 2:** Chapter 2, pp. 36-72; The English Colonies - Complete all activities listed in the lesson guide.

- **Lesson 3:** Chapter 2, pp. 54-61; The English Colonies - Complete all activities listed in the lesson guide.
- **Lesson 4:** Chapter 3, pp. 74-105; American Revolution - Complete all activities listed in the lesson guide.
- **Lesson 5:** Chapter 3, pp. 74-107; American Revolution - Complete all activities listed in the lesson guide. Complete the UNIT 1 EXAM.

[CCSS 8: HSS 7.7, 7.11, 8.1, 8.2, HR 1, CS 2, HI 5]

Module 2: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about the nation's earliest government, the Articles of Confederation, and its failures to achieve national unity.
2. Learn about the U.S. Constitution, the Bill of Rights, and what it means to be an American citizen.

Assignments:

- **Lesson 6:** Chapter 4, Sections 1-2, pp. 112-124; Forming a Government - Complete all activities listed in the lesson guide.
- **Lesson 7:** Chapter 4, Sections 1-2; 112-124; forming a Government - Complete all activities listed in the lesson guide.
- **Lesson 8:** Chapter 4, Sections 3-4, pp. 125-139; Forming a Government - Complete all activities listed in the lesson guide.
- **Lesson 9:** Chapter 4, Sections 3-4, pp. 125-139; Forming a Government - Complete all activities listed in the lesson guide.
- **Lesson 10:** Chapter 5, Section 1, pp. 140-148; Citizenship and the Constitution - Complete all activities listed in the lesson guide.

[CA State Standards 8: HSS 8.2, 8.3, 8.9, HR 5]

Module 3: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about the U.S. Constitution, the Bill of Rights, and what it means to be an American citizen.
2. Learn about the first presidency and how it affected the country.

Assignments:

- **Lesson 11:** Chapter 5, pp. 140-177; Citizenship and the Constitution - Complete the Newspaper Article Project in the lesson guide.
- **Lesson 12:** Chapter 5, Section 2, pp. 178-183; Citizenship and the Constitution - Complete all activities listed in the lesson guide.
- **Lesson 13:** Chapter 5 Sec 3, pp. 184-187; Citizenship and the Constitution - Complete all activities listed in the lesson guide.
- **Lesson 14:** Essay, pp. 166-167; Complete all activities listed in the lesson guide.
- **Lesson 15:** Chapter 6, Sections 1-2, pp. 194-204; Launching the Nation - Complete all activities listed in the lesson guide. Complete the UNIT 2 EXAM.

[CCSS 8: HSS 8.1, 8.2, 8.3, 8.4, 8.5, HR 5]

Module 4: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about the presidency of Thomas Jefferson.
2. Learn how Americans built canals and roads to try to unite the rapidly growing young nation.
3. Learn about how President Andrew Jackson helped shape the United States.

Assignments:

- **Lesson 16:** Chapter 7, Sections 1-2, pp. 228-239; The Jefferson Era - Complete all activities listed in the lesson guide.

- **Lesson 17:** Chapter 8, pp. 260-272; New National Identity - Complete all activities listed in the lesson guide.
- **Lesson 18:** Chapter 9, pp. 284-297; Age of Jackson - Complete all activities listed in the lesson guide.
- **Lesson 19:** Study, Review Chapters 1-9; Complete all activities listed in the lesson guide.
- **Lesson 20:** TEST - Final Exam - Complete the Final Exam.

[NGSS 8: HSS 7.7, 7.11, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.10, HR 1, HR 5, CS 2, HI 1, HI 5]

United States History 8-2

Module 1: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about how the United States expanded west.
2. Learn about changes in the lives of Americans in the North as a result of rapid industrialization.

Assignments:

- **Lesson 1:** Lesson Guide - Complete the two part Time Line Review Project in the lesson guide.
- **Lesson 2:** Chapter 10, Sections 1-2, pp.304-315; The West. Read and answer the assigned Reading Check and Interpreting Maps questions from the textbook. Copy and label the U.S. Regions Map and Western Map found in the lesson guide.
- **Lesson 3:** Chapter 10, Sections 3-4, pp. 316-337; The West. Read and ; answer the assigned Reading Check, Painting, Interpreting Maps, Reviewing Themes, and Standards Assessment questions from the textbook. Complete the Mason Mexican Biography and A Views the War worksheets in the lesson guide.
- **Lesson 4:** Chapter 11, Sections 1-2, pp. 342-357; The North. Read and answer the assigned Reading Check and Analyzing Information/Visuals questions in the textbook. Copy and label the Northern Map found in the lesson guide.
- **Lesson 5:** Chapter 11, Sections 3-4, pp. 358-371; The North. Read and answer the Reading Check, Interpreting Maps, Reviewing Themes, and Standards Assessment questions in the textbook. Complete the Lucy Larcom worksheet in the lesson guide.

[NGSS 8: HSS 8.6, 8.8, 8.9, CS 3]

Module 2: Textbook: United States History: Independence to 1914

Objectives:

1. Learn how the South developed an agricultural economy, and how that economy was dependent on the labor of enslaved people.
2. Learn about dramatic changes in the United States in the early to mid-1800s.
3. Learn about how the debate over slavery increasingly divided Americans during the mid-1800s.

Assignments:

- **Lesson 6:** Chapter 12, Sections 1-2, pp. 372-385; The South. Read and answer the assigned Reading Check, Interpreting Charts, Drawing Conclusions, and Analyzing Visuals questions in the textbook. Copy and label the Southern Map found in the lesson guide.
- **Lesson 7:** Chapter 12, Section 3, pp. 386-395; The South: Read and respond to the assigned Reading Check, Picture, Reviewing Themes, and Standard Assessment questions in the textbook. Complete the Unit 1 Test found in the lesson guide.
- **Lesson 8:** Chapter 13, Sections 1-3, pp. 400-
- **Lesson 9:** Chapter 13, Sections 4-5, pp. 416-433; New Movements in America. Read and answer the assigned Reading Check, Interpreting Maps, Douglas Biography, Analyzing Primary Sources, Stanton Biography, Reviewing Themes, and Standard Assessment questions in the textbook. Complete the Chapter 13 Review worksheet in the lesson guide.
- **Lesson 10:** Chapter 14, Sections 1-4, pp. 434-463; A Divided Nation. Read and answer the assigned Reading Check, Reviewing Themes, and Standards Assessment questions in the textbook.

[CCSS 8: HSS 8.6, 8.7, 8.9, 8.10, HR 3, HR 4]

Module 3: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about how the debate over slavery increasingly divided Americans during the mid-1800s.
2. Learn how the resources of the North enabled it to defeat the South in the Civil War.
3. Learn about the challenges that faced the nation after the Civil War and attempt to meet those challenges.

Assignments:

- **Lesson 11:** Chapter 14, Lesson Guide - Civil War. Complete DBQ questions and write an essay following the directions in the lesson guide.
- **Lesson 12:** Chapter 15, Sections 1-3, pp. 468-489; Civil War. Read and answer the assigned Reading Check, Analyzing Visuals, Lincoln Biography, Analyzing Primary Sources, and Interpreting Maps questions in the lesson guide. Copy and label the Civil War Map found in the lesson guide.
- **Lesson 13:** Chapter 15, Sections 4-5, pp. 490-507; Civil War. Read and answer the assigned Reading Check, Interpreting Maps, Analyzing Primary Sources, Reviewing Themes, and Standards Assessment questions in the textbook. Complete the Barton Biography worksheet in the lesson guide.
- **Lesson 14:** Chapter 16, Sections 1-2, pp. 508-523; Reconstruction. Read and answer the assigned Reading Check, and Identifying Points of View questions in the textbook. Complete the Lincoln Political Cartoon worksheet in the lesson guide. Play the Lincoln Crossroads Game online.
- **Lesson 15:** Chapter 16, Section 3, pp. 524-535; Reconstruction. Read and answer the assigned Reading Check, Interpreting Maps, Analyzing Information, Reviewing Themes, and Standards Assessment questions in the textbook. Complete the Jim Crow Laws worksheet and the Unit 2 Test.

[NGSS 8: HSS 8.9, 8.10, 8.11, HR 3, HR 4, HI 4]

Module 4: Textbook: United States History: Independence to 1914

Objectives:

1. Learn about how the great American West changed in the late 1800s.
2. Learn about how the United States became an industrial power in the late 1800s.
3. Learn about how reform movements swept across the United States in the late 1800s and early 1900s.

Assignments:

- **Lesson 16:** Chapter 17, Sections 1-3, pp. 542-565; Americans Move West. Read and respond to the assigned Reading Check, Reviewing Themes, and Standards Assessment questions in the textbook.
- **Lesson 17:** Chapter 18, Sections 1-5, pp. 570-601; An Industrial Nation. Read and answer the assigned Reading Check, Reviewing Themes, and Standards Assessment questions in the textbook.
- **Lesson 18:** Chapter 19, Sections 1-5, pp. 602-635; The Spirit of Reform. Read and answer the assigned Reading Check, Reviewing Themes, and Standards Assessment questions in the lesson guide.
- **Lesson 19:** Chapters 10-19, Lesson Guide - Complete Study Guide for End of Course Exam in the lesson guide.
- **Lesson 20:** End of Course comprehensive exam

[CCSS 8: HSS 8.6, 8.7, 8.8, 8.9, 8.10, 8.12, CS 3, HR 2, HR 3, HR 4, HI 2, HI 4, HI 6]

Pupil Calendar 2017-2018

Appendix B

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	SUPPLEMENTAL INSTRUCTION DAYS (NACD)	Non-School Days	Total Days	Important Dates
July	1	3	4	5	6	7	18	0	2	20	July 3: Teacher Non-Work Day July 4: Holiday
July / August	2	10	11	12	13	14	20	0	0	20	
August / September	3	17	18	19	20	21	19	0	1	20	Sept. 4: Holiday
September / October	4	24	25	26	27	28	16	4	0	20	
P1 October / November	5	31	1	2	3	4	18	1	1	20	Nov. 10 - Holiday
November / December	6	7	8	9	10	11	12	3	5	20	Nov. 20-22: Thanksgiving Break Nov. 23-24: Holidays
December / January	7	14	15	16	17	18	5	3	12	20	Dec 18 - Jan. 2: Winter Break Dec. 25; 26; Jan. 1; and Jan. 2: Holidays
January / February	8	21	22	23	24	25	0	19	1	20	Jan. 15: Holiday
February / March	9	28	29	30	31	1	0	18	2	20	Feb. 16 and Feb 19: Holidays
P2 March / April	10	5	6	7	8	9	11	4	5	20	Mar 26 - Mar 30: Spring Break
April / May	11	12	13	14	15	16	20	0	0	20	
May / June	12	19	20	21	22	23	19	0	1	20	Smarter Balance Assessment May 9 - June 26 May 28: Holiday
June	13	26	27	28	29	30	17	0	3	20	June 27 - June 29: Teacher Non-Work Days Smarter Balance Assessment May 9 - June 26
Total Instructional Days:							175	52	33	260	

TRACK B

Calendar Month	School Month						Teaching Days (ADA)	SUPPLEMENTAL INSTRUCTION DAYS (NACD)	Non-School Days	Total Days	Important Dates
		M	T	W	Th	F					
July / August	2	31 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	20	0	0	20	
August / September	3	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	19	0	1	20	Sept. 4: Holiday
September / October	4	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	16	4	0	20	
P1 October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	17	2	1	20	Nov. 10 - Holiday Total P1 Days 72
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	15	0	5	20	Nov. 20-22: Thanksgiving Break Nov. 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	5	3	12	20	Dec 18 - Jan. 2: Winter Break Dec. 25; 26; Jan. 1; and Jan. 2: Holidays
January / February	8	15 22 5	16 23 6	17 24 7	18 25 8	19 26 9	16	3	1	20	Jan. 15: Holiday
February / March	9	12 19 26 5	13 20 27 6	14 21 28 7	15 22 1 8	16 23 2 9	0	18	2	20	Feb. 16 and Feb 19: Holidays
P2 March / April	10	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	11	4	5	20	Mar 26 - Mar 30: Spring Break Total P2 Days 119
April / May	11	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	13 20 27 4	20	0	0	20	
May / June	12	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	19	0	1	20	Smarter Balance Assessment May 9 - June 26 May 28: Holiday
June	13	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	17	0	3	20	June 27 - June 29: Teacher Non-Work Days Smarter Balance Assessment May 9 - June 26
Total Instructional Days:							175	34	31	240	

TRACK C

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	SUPPLEMENTAL INSTRUCTION DAYS (NACD)	Non-School Days	Total Days	Important Dates
August / September	3	28 4	29 5	30 6	31 7	1 8	12	7	1	20	Sept. 4: Holiday
September / October	4	11 9 16	12 10 17	13 11 18	14 12 19	15 13 20	20	0	0	20	
P1 October / November	5	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	19	0	1	20	Nov. 10 - Holiday Total P1 Days 51
November / December	6	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	15	0	5	20	Nov. 20-22: Thanksgiving Break Nov. 23-24: Holidays
December / January	7	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	5	3	12	20	Dec 18 - Jan. 2: Winter Break Dec. 25; 26; Jan. 1; and Jan. 2: Holidays
January / February	8	15 22 29 5	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	15	4	1	20	Jan. 15: Holiday
February / March	9	12 19 26 5	13 20 27 6	14 21 28 7	15 22 1 8	16 23 2 9	18	0	2	20	Feb. 16 and Feb 19: Holidays
P2 March / April	10	12 19 26 2	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	15	0	5	20	Mar 26 - Mar 30: Spring Break Total P2 Days 119
April / May	11	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	13 20 27 4	20	0	0	20	
May / June	12	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25 1	19	0	1	20	Smarter Balance Assessment May 9 - June 26 May 28: Holiday
June	13	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	17	0	3	20	June 27 - June 29: Teacher Non-Work Days Smarter Balance Assessment May 9 - June 26
Total Instructional Days:							175	14	31	220	

Grossmont Secondary School Course Catalog and Descriptions (Grades 7-12)

Appendix C



Grossmont
Secondary School

Course Catalog

2017-2018

In order to comply with United States Department of Education Office for Civil Rights (OCR) requirements for career and technical education programs, school districts must have in place basic procedures regarding federal statutes and implementing OCR regulations, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as well as Vocational Education Guidelines for Eliminating Discrimination and Denial of Service on the basis of race, color, national origin, sex, handicap, potential parental, family, or marital status or the exclusion of any person because of pregnancy or related conditions, age, creed, religion, marital status, ancestry, health condition or sexual orientation. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX, Section 504, and Title II and a grievance procedure that will allow students and parents an avenue for dealing with alleged discrimination. Also, all educational programs and activities under the jurisdiction of the State Board of Education receiving or benefiting from state or federal financial assistance shall be available to all qualified persons without regard to sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, or mental or physical disability pursuant to the California Code of Regulations, Title 5, Chapter 5.3, section 4900 et seq.

Con el fin de cumplir con los requisitos para carreras y programas pedagógicos de la Oficina de derechos civiles (OCR, por sus siglas en inglés) del Departamento educativo de Estados Unidos, los distritos escolares deben contar con procedimientos básicos sobre estatutos federales e implementación de regulaciones OCR, Título VI de la Ley de derechos civiles de 1964, Título IX de las Enmiendas pedagógicas de 1972, Sección 504 de la Ley de rehabilitación de 1973 y el Título II de la Ley para norteamericanos con discapacidades de 1990; así como, los Lineamientos para eliminar la discriminación y negación de servicios con base en raza, color, origen nacional, sexo, discapacidad, potencial paternal, familiar, o estado civil o la exclusión de cualquier persona a causa de embarazo o condiciones relacionadas, edad, credo, religión, estado civil, ascendencia, estado de salud o orientación sexual. Estos procedimientos básicos incluyen un aviso anual, continuas notificaciones, designación de una persona(s) para coordinar actividades bajo el Título IX, Sección 504 y Título II y un procedimiento de quejas que brindará a alumnos y padres una manera de tratar con presunta discriminación. También, todos los programas y actividades pedagógicos bajo la jurisdicción de Secretaría de educación pública o que se benefician de ayuda financiera estatal o federal deberán estar disponibles para todas las personas calificadas sin importar sexo, orientación sexual, género, grupo de identificación étnica, raza de ascendencia, origen nacional, religión, color o discapacidad mental o física de acuerdo al Código de regulaciones de California, Título 5, Capítulo 5.3, sección 4900 y ss.

Welcome to Grossmont Secondary School

You are enrolled in one of the best charter schools in California.

Grossmont Secondary focuses on academic improvement, high caliber teaching, and safe and supportive learning environments. Grossmont Secondary focuses on developing role models for educational reform.

This booklet offers an overview of the courses we offer at Grossmont Secondary. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Grossmont Secondary is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

Official School Correspondence

All correspondence for the school and its staff should be mailed to:
10170 Huennekens Street
San Diego, CA 92121

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About Our School

Grossmont Secondary School is a public school designed for students who seek an option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a highly qualified staff in a safe and supportive environment. Grossmont Secondary is a school of choice with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Grossmont Secondary serves students in grades 7-12.

Core Competency: Transforming Lives

Mission - Why We Exist

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

Vision - What We Strive to Be

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improves the quality of life for students, their families, our employees, and the Southern California community-at-large.

Values - How We Do Our Work

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Grossmont Secondary.

Course List

English

Middle School

English 7-1, 7-2
English 8-1, 8-2

High School

English 1, 2
English 1, 2 Accelerated
English 3, 4
English 3, 4 Accelerated
American Literature 1, 2
Honors American Literature 1, 2
Contemporary Voices in Lit. 1, 2
English Literature 1, 2
Honors English Literature 1, 2
World Literature 1, 2
AP English Language & Composition
AP English Literature & Composition
Writer's Workshop 1, 2

Mathematics

Middle School

Math 7-1, 7-2
Math 8 -1, 8- 2
Algebra 1, 2
Integrated Math 1a, 1b

High School

Algebra 1, 2
Unifying Algebra & Geometry 1, 2
Integrated Math I a-b
Integrated Math II a-b
Integrated Math III a-b
Geometry 1, 2

Intermediate Algebra 1, 2
Pre-Calculus 1, 2
Honors Pre-Calculus 1, 2
AP Calculus AB
Statistics 1, 2
AP Statistics

Science

Middle School

Life Science 7-1, 7-2
Physical Science 8-1, 8-2

High School

Earth Science 1, 2
Biology 1, 2
Honors Biology 1, 2
Physics 1, 2
Chemistry 1, 2
Honors Chemistry 1, 2
AP Environmental Science

Social Studies

Middle High School

World History & Geography 7-1, 7-2
US History & Geography 8-1, 8-2

High School

World History & Geography 1, 2
AP World History
US History & Geography 1, 2
Honors US History & Geography 1, 2
AP US History
Government 1
AP Government & Politics: US

Economics 1
Geography 1
AP Human Geography

Electives

Middle School

Foreign Language

Spanish 1-2
Spanish 3-4
German 1-2
German 3-4

Visual & Performing Arts

Art 7-1, 7-2
Art 8-1, 8-2

General Electives

Study Skills 7-8

High School

Foreign Language

German 1-2
German 3-4
Spanish 1-2
Spanish 3-4
Spanish 5-6

Visual & Performing Arts

Art 1, 2
Art History 1
Commercial Art 1, 2
Music Appreciation 1, 2
Photography 1, 2
Drawing 1

Career Technical Education

Business Careers 1,2
Business Law 1, 2
CA Cadet Corps 1, 2
Career Planning & Development

Child Development/Parenthood Ed.
Health
Journalism 1, 2
Nutrition 1, 2
Parenting and Infant Development
Computer Applications: Office® 2010
Computer Science 1, 2
Digital Arts 1, 2
Intro to Business 1, 2
Intro to Entrepreneurship 1, 2
Personal Finance
Health Science Concepts 1,2

General Electives

Career and Life Management 1, 2
Personal Finance
Driver's Education
General Work Experience Ed. 1, 2
General Work Experience Ed. 3, 4
Literacy 1, 2
Literature & Comprehension 1, 2
Military Science 1, 2
Pathway Exhibition
Philosophy 1
Psychology 1, 2
AP Psychology
Sociology 1
Success 1, 2
Service Learning 1, 2
Strategies for Academic Success
Study Skills

English

English 7-1, 7-2 (A1501a, A1501b)

Blended Learning Course:

Common Core English Language Arts 7

Grade: 7

This two-semester course includes the study of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

English 8-1, 8-2 (A1520a, A1520b)

Blended Learning Course:

Common Core English Language Arts 8

Grade: 8

This two-semester course includes the study of literature in major genres: short story, drama, nonfiction, poetry, fable, myth, legend and the novel. Activities emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized.

English 1, 2 (A1540, A1541)

Blended Learning Course:

Common Core English Language Arts 9

Grade: 9

In this two-semester course, the students will be exploring the human condition and the discovery of the self, in an attempt to address the Essential Question, "What does it mean to be human?" They will be asked to examine the reasons why we behave in the ways that we do, how humans interact with one another, and express their beliefs and values. Required readings will focus on analysis and making historical connections with the classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the theme of self-discovery in various formats by using Web 2.0 technology.

Online Learning Course:

Accelerated English 1, 2 (1552, 1553)

Grade: 9

This freshman-year English course invites students to explore diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of

great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will study also short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

English 3, 4 (A1570, A1571)

Blended Learning Course:

Common Core English Language Arts 10

Grade: 10

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy in an attempt to address the Essential Question, "What does it mean to find one's voice and question one's rights?" They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?" Required readings will focus on analysis and making historical connections with the classic literature, as well as developing

reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes of social injustice and social advocacy using a variety of mediums including textbooks, novels, videos and the various web 2.0 technology.

Online Learning Course:

Accelerated English 3, 4 (A1572, A1573)

Grade: 10

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students will also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

American Literature 1, 2 (A1583, A1584)

Blended Learning Course:

Common Core English Language Arts 11

Grade: 11

This two-semester course emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature, with a focus on how that literature reflects the development of the American Dream and its permeation through American culture. Reading, writing, oral communication, and language study are emphasized in this course. The goal is to encourage students to communicate effectively in various forms.

Honors American Literature 1,2 (A1589, A1590)

Blended Learning Course:

Honors American Literature 1, 2

Grade: 11

This junior-year English course invites students to delve into American literature, from early American Indian voices through thoughtful contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F.

Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

Contemporary Voices in Literature 1, 2 (A1612, A1613)

Grade: 11, 12

This two-semester course meets the English requirements for grades 11 or 12, or it can be taken as an elective. Students explore issues by American and world writers who are writing today. These writers come from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences. The course integrates all aspects of literacy: reading, writing, speaking, and listening.

English Literature 1, 2 (A1641, A1642)

Blended Learning Course:

Common Core English Language Arts 12

Grade: 12

In this two-semester course students will explore classic works of literature developed in the British Isles over the last 1,000 years. Students develop the ability to use varying approaches to writing and the develop the ability to use new vocabulary terms within this writing. Activities emphasize reading, writing, and standard English grammar and usage.

Online Learning Course:

Honors English Literature 1, 2 (A1643,

A1644)

Grade: 12

Honors-College Preparatory Course (HP). This course meets the University of California's b (English) subject-area requirement.

In this two-semester course 12th grade students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles in the last 1,000 years. Literary criticism will focus on the political as well as philosophical approach, as required by the current state standards. This weighted course meets the requirements for an Honors course.

World Literature 1, 2 (A1705, A1706)

Grade: 11, 12

In this two-semester course students will explore genres through exposure to works by writers from various cultural and ethnic backgrounds. Students explore how the development of technology has impacted language usage. Students write for various purposes and audiences and exhibit their ability to integrate all aspects of literacy: reading, writing, speaking, and listening.

Blended Learning Course:**AP English Language and Composition (A1655, A1656)**

Grade: 11-12

This Advanced Placement English course is designed to help students become more 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. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

Blended Learning Course:**AP English Literature and Composition (A1653, A1654)**

Grade: 11-12

This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is

not a survey course; it is, rather, a course to help students develop critical judgment and expressive skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the Advanced Placement Examination in Literature and Composition.

Writer's Workshop 1, 2 (A1745N, A1746N)

Grade: 9-12

This two-semester elective course provides instruction in the process of writing for different purposes and audiences. Students will demonstrate competency in the process of composition, while becoming familiar with various styles of writing. Students will gain practice editing and revising their own original works, while developing critical thinking skills and improving their use of the English language.

Mathematics

Math 7-1, 7-2 (A4001)

Blended Learning Course:

Common Core Math 7

Grade: 7

This course is required of all 7th grade students. This course lays the foundation for Algebra 1 and focuses on the following key strands: number sense; functions and algebra; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. Basic operations, problem solving, and communication in math are also emphasized. (Ref. California Math Content Standards for Math 7)

Math 8 1, 2 (A4080)

Blended Learning Course:

Common Core Math 8

Grade: 8

This course is designed for grade 8 students who need additional time and support to build the fundamental skills necessary for success in algebra. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical

reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability.

Algebra 1, 2

(A4041, A4042)

Blended Learning Course:

Common Core Algebra I

Grade: 8-10

This course in elementary algebra is a college preparatory course in which the student learns the fundamentals of solving problems by methods that were not previously available at the arithmetic level. Students develop an understanding of the symbolic language of math. Algebraic skills and concepts are developed in various problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course. (Ref. California Math Content Standards and Framework for

Algebra 1).

Unifying Algebra and Geometry 1, 2 (A4121, A4122)

Grade: 10-12

Prerequisites: Satisfactory completion of one year of algebra and one year of geometry; recommendation of teacher and/or counselor

Note for the graduating classes of 2016 after: Because this course does not meet the University of California's c (mathematics) subject-area requirement, it may no longer be used to meet the high school mathematics graduation requirement. It will earn elective credit instead or may be used to meet the Option 2 graduation requirement.

This course is designed for students to further develop their understanding of algebra and geometry concepts prior to progression into sequential courses, Statistics and Data Analysis 1, 2 or Intermediate Algebra 1, 2.

Integrated Math I a-b (A4157, A4158) Blended Learning Course: Common Core Mathematics I

Grade: 9-10

Integrated Math I is the first course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The purpose of this course is to formalize and extend the mathematics students learned in middle school.

Students extend their understanding of linear relationships, contrasting them with exponential phenomena, and applying linear models to data that exhibit a linear trend. They develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities, and experiment with transformations in the plane. The Mathematical Practice Standards are applied throughout, and give context to the math concepts by applying them to real-world situations.

Integrated Math II a-b (A4159, A4160) Blended Learning Course: Common Core Mathematics II

Grade: 10-11

Integrated Math II is the second course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The focus of the second year of study is on quadratic expressions, equations, and functions, building on conceptual knowledge developed in Integrated Math I. Students learn how to write geometric proofs, and use their knowledge of similarity to begin work in right triangle trigonometry, especially as it connects to the Pythagorean theorem. Probability and data, along with circles and their quadratic algebraic representations round out the course. The Mathematical Practice Standards are applied throughout to provide real-world context to the concepts

being learned in class.

Integrated Math III a-b (A4163, A4164)

Blended Learning Course:

Common Core Mathematics III

Grade: 11-12

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right triangle trigonometry they began in Mathematics II to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

Geometry 1, 2 (A4141, A4142)

Blended Learning Course:

Common Core Geometry

Grade: 9-11

Students will learn many geometry skills and concepts that are useful in their daily lives. In addition to learning these skills and concepts, students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.

Intermediate Algebra 1, 2 (A4151, A4152)

Blended Learning Course:

Common Core Algebra II

Grade: 11-12

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. In this course, students gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, permutations and combinations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

Pre-Calculus 1, 2 (A4161, A4162)

Blended Learning Course:

Common Core Pre-Calculus

Grade: 11-12

This college preparatory course is normally offered only to twelfth-grade students. The course includes two semesters of

integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics. This course is intended to help students meet mathematics content standards AT.1 through AT.7 and performance standards.

Honors Pre-Calculus 1, 2 (A4181, A4182)

Grade: 11-12

Prerequisites: A "B" grade or better in Intermediate Algebra 1, 2; recommendation of teacher and/or counselor. Progression to advanced courses is based on achievement of a "B" grade or better.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.

AP Calculus AB (A4189, 4190)

Grade: 11-12

AP Calculus AB course covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into

two semesters and is designed to acquaint students with calculus principles such as derivatives, integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied practically.

Statistics 1, 2 (A4171, A4172)

Grade: 10-12

This college preparatory course provides an additional mathematics option for students in grades 10-12. This course is beneficial to students who plan to pursue a college major in mathematics, business, the sciences, or related fields.

The course focuses on probability, interpretation of data, and statistical problem solving. Students learn key concepts via hands-on activities, technology explorations, and the design of a statistical study. They collect data by doing an observational study and perform and experiment using a simulation or a survey. The collection, investigation, and analysis of data paired with technology exercises extend and enhance the conclusions drawn or inferences made from the studies or experiments. Key components of this course include exploration of data, data collection, the organization and analysis of data, probability, making inferences, and the justification of conclusions or decisions made.

AP Statistics (A4055, 4056)

Grade: 11-12

AP Statistics covers the College Board themes of exploring data; sampling and experimentation; anticipating patterns; and statistical inference. The content is organized into six units: Sampling and Data and Descriptive Statistics; Probability Topics and Discrete Random Variables; Continuous Random Variables and Normal Distribution; Central Limit Theorem and Confidence Intervals; Hypothesis Testing; and ChiSquare Distribution and Linear Regression.

Science

Life Science 7-1, 7-2 (A6003)

Blended Learning Course:

MS Life Science

Grade: 7

This two-semester course is designed to meet the California Content Standards for Life Science which includes an introduction to the topics of cell biology, genetics, evolution, earth science, and living systems. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments in order to explore the nature of living things. Students will also use technology to collect data and communicate ideas.

Physical Science 8-1, 8-2 (A6005)

Blended Learning Course:

MS Physical Science

Grade: 8

This two-semester course is designed to meet the California Content Standards for Physical Science which includes motion, forces, structure of matter, earth and life science, chemistry, density and buoyancy. Students will use the inquiry method supplemented

by conducting and analyzing experiments to explore the nature of the physical and chemical world. Students will also use technology to collect data and communicate ideas.

Earth Science 1, 2 (A6023, A6024)

Blended Learning Course:

Earth Science

Grade: 9-12

This two-semester course is designed to meet the California Content Standards for Earth Science which includes astronomy, chemistry, geology, oceanography, meteorology, and paleontology, and serves as a foundation for further study in physics, chemistry, marine and environmental science. Students will use the inquiry method to investigate those principles and processes that bring about changes in the physical environment, supplement their understanding by conducting and analyzing experiments, and utilizing technology to collect data and communicate ideas.

Biology 1, 2 (A6111, A6112)

Blended Learning Course:

Biology

Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Biology which includes cell biology, genetics, ecology, evolution, and physiology. It also serves as a foundation for further study in physics, chemistry, marine and environmental science. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments to investigate the fundamental processes of living and non-living systems, as well as the interrelationships between them. Students will also use technology to collect data and communicate ideas. In addition, students will explore the impact of human society and technology on the biosphere.

Blended Learning Course:

Honors Biology 1, 2 (A6121, A6122)

Grade: 10-12

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a year-long course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and

ecology.

Physics 1, 2 (A6311, A6312)

Grade: 9-12

This two-semester course is designed to meet the California Content Standards for Physics which includes motion, forces, conservation of energy, momentum, heat and thermodynamics, wave phenomena, electricity and magnetism. It also serves as a foundation for further study in biology, chemistry, marine and environmental science. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the physical laws that govern nature and the universe. Students will also use technology to collect data and communicate ideas.

Chemistry 1, 2 (A6211, A6212)

Blended Learning Course: Chemistry

Grade: 10-12

This two-semester course is designed to meet the California Content Standards for Chemistry which includes atoms and bonding, conservation of matter, stoichiometry, properties of gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and nuclear chemistry. This course serves as a foundation for further study in college science courses. Students will use the inquiry method supplemented by conducting

and analyzing experiments to investigate the nature of elements, compounds and mixtures, and how they interact through chemical reactions. Students will also use technology to collect data and communicate ideas.

Honors Chemistry 1, 2 (6221, 6222)

Grade: 9–12

Prerequisites: Above-average achievement in previous science course(s) and in Integrated Math I or equivalent; Physics 1, 2 and Chemistry 1, 2 recommended; concurrent enrollment in Integrated Math II or equivalent recommended; a desire to succeed in a rigorous college-level course environment.

Type of graduation credit earned: Science (physical science); weighted

A course syllabus, with laboratory activities, and a comprehensive final examination are required. Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science. This course is intended to help students meet state science standards.

AP Environmental Science (A6455, 6456)

Grade: 10-12

AP Environmental Science covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Environmental Science exam. This course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the interrelationships between humans and the natural environment. The course shows how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution. The course covers the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society.

Social Studies

World History and Geography 7-1, 7-2 (A6521)

Blended Learning Course: MS World History and Geography-Medieval and Early Modern Times

Grade: 7

In this two-semester course students will learn about the social, cultural, and technological changes that occurred throughout the world in the years A.D. 500-1789. After reviewing the ancient world and the ways in which history is uncovered, students will study the history of great civilizations that were developing throughout the world during medieval and early modern times. Students explore the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Students learn all aspects about civilizations in the Middle Ages such as Islam, Ghana, Mali, Japan, China, and Latin America. Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the continuing impact of these civilizations in the world today. (Ref. California Grade 7 History-

Social Science Content Standards)

United States History & Geography 8-1, 8-2 (A6551)

Blended Learning Course: MS United States History and Geography

Grade: 8

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (Ref. California Grade 8 United States History-Social Science Content Standards)

World History, Geography, and Economics 1, 2 (A6605, A6606)**Blended Learning Course:****World History, Culture, and Geography**

Grade: 10

In this two-semester course students will study major turning points that shaped the modern world, from the late Eighteenth Century through the present, including the cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations. They learn from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. (Ref. California Grade 10 History- Social Science Content Standards)

Blended Learning Course:**AP World History (A6639, A6640)**

Grade: 10

AP® World History is a yearlong college-level course designed to prepare students for the Advanced Placement (AP) World History

Exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from prehistory to the present day. Emphasis is placed on critical and evaluative thinking skills, essay-writing, interpretation of original documents, and historiography. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

United States History and Geography 1, 2 (A6701, A6702)**Blended Learning Course:****U.S. History and Geography**

Grade: 11

In this two-semester course students will study the major turning points in American history in the twentieth century. Following a review of early American history and the impact of the Enlightenment on the U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students will trace the change in the ethnic composition of American society; the movement towards 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. Students understand that our rights under the U.S. Constitution are vital to maintain in order to continue our freedoms. (Ref. California Grade 11 History/Social Science History Content Standards)

Honors United States History and Geography 1, 2 (A6711, A6712)

Grade: 11

This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

**Blended Learning Course:
AP United States History 1, 2 (A6721, A6722)**

Grade: 11

This year-long AP U.S. History course provides an in-depth study of American history from the pre-Colombian era to the present and is aligned to the new 2015 AP U.S. History exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

**Government 1 (A6757)
Blended Learning Course:
Principles of American Democracy**

Grade: 12

In this one-semester course, students will study and seek a deeper comprehension of cultural and political institutions in American government. Students will apply their knowledge of American political institutions as they compare other systems of government in the world today. They will analyze the history and pattern of change in interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. Students will focus in particular on relationships among federal, state and local governments and specific emphasis on the significance of historical documents, such as the Federalist Papers. (Ref. California Grade

12 History-Social Science State Standards)

AP US Government and Politics (A6839)

Grade: 12

AP Government and Politics is a one semester survey covering the Constitution, political beliefs, political parties, and interest groups, institutions of government, public policy and civil rights. The course teaches students how this country's government works. Students become familiar with and develop knowledge of the institutions, documents, policies, political groups, beliefs and theories central to the politics of the United States. Emphasis is placed on critical and evaluative thinking skills, data analysis, collaborative discussion, timed, free response essay writing, and interpretation of original documents. The curriculum covers the six topics required by the College Board: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups and mass media; national government institutions; public policy; and civil rights and civil liberties.

Economics 1 (A6758)

Blended Learning Course:

Economics

Grade: 12

In this one-semester course, students will establish a foundation of understanding

of fundamental economic concepts. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations from other subject areas to the understanding of operations and institutions of economic systems. Students will comprehend and analyze basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods in an historic context. (Ref. California Grade 12 History-Social Science State Standards)

Geography 1 (A6538)

Grade: 9-12

This one-semester course is offered as an elective. Students will demonstrate knowledge and understanding of human and physical geography. They will be able to explain the uses of geography and various ways that the world is organized. This will include proficiency in reading various maps, charts, and graphs. Major topics will include the solar system, weather and climate, land forms, water, and natural resources, human systems, North America, South America, and Europe. (ref. History-Social Science Framework for California Public Schools)

Blended Learning Course:

AP Human Geography 1, 2 (A6536, A6537)

AP Human Geography is a yearlong, college-

level course that prepares students for the Advanced Placement Human Geography Exam. This fast-paced, upper-level course is designed for highly motivated students. Critical readings, writing activities, classroom assignments, and discussion activities provide multiple opportunities to develop a deep understanding of concepts and skills. Practice assessments and essays based on the Advanced Placement Human Geography Exam are found throughout the course. The course asks students to differentiate among geographic concepts, theories, and models; to analyze relationships among human systems; to explore human-environment interactions; and to study the role of land use and economic development across time periods in various geographic regions.

Topics of Study:

- Geographic Concepts
- Population
- Culture
- Politics and Boundaries
- Agriculture and Land Use
- Industrialization and Economic Development
- The Urban Environment, Land Use, and Economic Development

Foreign Language

Blended Learning Course: Spanish Year 1 (A2321, A2322)

Grade: 6-8

Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas.

Blended Learning Course: Spanish Year 2 (A2323, A2324)

Grade: 6-8

Prerequisites: Spanish Year 1

Middle school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit

consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas.

German 1, 2 (A2051, A2052)

Blended Learning Course:

German 1, 2

Grade: 7-12

Prerequisites: None

This functions-based course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed

for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course.

German 3, 4 (A2053, A2054)

Blended Learning Course:

German 3, 4

Grade: 8-12

Prerequisites: German 1, 2 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed German 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course if offered.

Spanish 1, 2 (A2321, A2322)

Blended Learning Course:

Spanish 1, 2

Grade: 9-12

Prerequisites: None

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

Spanish 3, 4 (A2323, A2324)

Blended Learning Course:

Spanish 3, 4

Grade: 9-12

Prerequisite: Spanish 1, 2 or Blended Learning Spanish I with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains on development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

Spanish 5, 6 (A2325, A2326)

Blended Learning Course:

Spanish 5, 6

Grade: 9-12

Prerequisite: Spanish 3, 4 or Blended Learning Spanish II with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 3, 4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the

direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Spanish-speaking students whose literacy skills are not fully present.

Visual & Performing Arts

Art 7-1, 7-2 (A0101, A0102)

Grade: 7

In this two-semester course, students will be introduced to the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

Art 8-1, 8-2 (A0120, A0121)

Grade: 8

In this two-semester course, students will continue to discover the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

Art 1, 2 (A0191, A0192)

Grade: 9-12

This two-semester course is an introduction to elements and principles of art, art theory, and art criticism as it applies to master works

and their own work. The course introduces a variety of media, including pencil, paint, cardboard, and ink to complete expressive compositions. Assignments based on an articulation of realistic space and three-dimensional forms provide a foundation for more complex projects integrating the principles of art. Students will investigate the historical context of art throughout projects and evaluate the role of art in contemporary society, including the social/political uses of art. Students will analyze the role and influence of mass communication in the arts.

Blended Learning Course:

Art History I (one semester only) (A0192)

Grade: 9-12

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course will cover topics including early Medieval and Romanesque art; art in

the 12th, 13th, and 14th centuries; 15th-century art in Europe; 16th-century art in Italy; the master artists; high Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; 18th- and 19th-century art in Europe and the Americas; and modern art in Europe and the Americas.

Commercial Art 1, 2 (A0201, A0202)

Grade: 9-12

In this two-semester course students will explore and design basic computer based two-dimensional and three-dimensional works of art. Students are introduced to the elements and principals of visual design, such as line, shape, and balance, through various media. Students will develop design skills to be applied to real-world applications of design by creating various commercial art products.

Music Appreciation 1, 2 (A5381, A5382)

Grade: 9-12

This two-semester course introduces the historical contributions and cultural dimensions of music throughout the world. Students have an opportunity to respond to, analyze, and make judgments about specific works of music. Students investigate music from several cultures and different time periods. Students develop an understanding of cultural diversity as it relates to music and

composers. Students also critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses.

Photography 1, 2 (A3691, A3692)

Grade: 9-12

In this course students will acquire the ability to complete all of the processes involved in taking various kinds of photographs and producing finished prints. Students are taught the terminologies and techniques of photographic production, and camera operation. Students will study sensory, formal, expressive, and aesthetic properties of photographic art. Students will understand the principles of good composition (texture, shape, light, motion, perspective) and the application of photographic principles to industrial processes.

Drawing 1 (A0271)

Grade: 9-12

This one semester course includes discussion in the meaning, major forms, and components of two-dimensional art. Students study elements and principles of design used in creation of two-dimensional works, art appreciation, and art history. Students are exposed to various media and techniques used in drawing. Drawing is created and enjoyed by many people around the world for many reasons. Drawing is a

means of communication or expression. Each work of art can be seen as a reflection of the artist's values, culture, historical period, religion, and even personal experience and personality. Drawing serves several purposes. Drawing allows people to share their thoughts and experiences with a wide audience without needing a common language or time. It is a visual history of the human experience.

Career & Technical Education

Cadet Corps 1, 2 (A4511, A4512)

Grade: 6-12

This two semester career and technical education course was developed to assist students in understanding and demonstrating knowledge of basic Cadet Corps concepts in order for them to complete their orientation phase and promote to the rank of Cadet. Students will explore Cadet Corps history, objectives, rank structure, chain of command as well as academic skills that will make them more successful in the classroom.

Career Planning & Development (A1169)

Grade: 8-12

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address

the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

Business Careers 1, 2 (A0701, A0702)

Grade: 9-12

These courses are designed to introduce modern business practices that include training in math, vocabulary, writing, communication, and proper business manner. Students will also learn about the American economic system, entrepreneurship, leadership, money management, and consumerism. Included are units on banking services, finances, paying taxes and Social Security services.

Business Law 1, 2 (A0561, A0562)

Grade: 9-12

This two-semester course provides students with an understanding of the legal aspects of business. The first semester focuses on the

intricacies of law and recognizing situations that may require legal assistance. Included units are contractual agreements, the court system, consumer protection and product liability and warranties. The second semester examines a variety of contracts. Included units are agency relationships, employment law, transferring and negotiable instruments, marriage, divorce, renting and buying a home, and retirement.

Child Development/ Parenthood Education (A1125, A1126)

Grade: 9-12

This two-semester course will introduce students to the vital skills in parenting and will provide information in the growth and development of infants and children as well as provide “real-life” opportunities to observe a daycare setting, care for a simulated infant, and explore essential parenting skills. Students will further explore the vital skills needed by a parent to ensure the positive development of all family members. Students will also explore “real-life” opportunities by seeking out community resources for children and their families.

Health (A2550)

Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community

health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living and communicable and chronic diseases.

Journalism 1, 2 (A1961, A1962)

Grade: 9-12

This two-semester elective course introduces students to the basic techniques of journalistic writing. Students will explore the concept of freedom of press and its implications for contemporary American culture. This course will prepare students for involvement with both local and school-related publications. Students will learn to meet deadlines, conduct interviews, perform evaluations, and familiarize themselves with editing procedures. In addition, students will learn to utilize a variety of informational sources, critique the unique aspects of a newspaper, and apply grammar, punctuation and vocabulary appropriately. In addition to these activities, students will maintain an individual portfolio which will contain major course assignments along with reflections regarding course activities. This portfolio will be representative of the course goals and objectives.

Nutrition 1, 2 (A1165, A1166)

Grade: 9-12

This two-semester course will introduce the principles of being a smart consumer,

proper food selection and preparation, basic nutrition, and preparing meals for both the individual and family. Students will develop necessary skills for meeting nutritional needs through exposure to food and ecology, special nutrient needs, and kitchen organization. Food customs and traditions in the U.S. will also be explored.

Parenting and Infant Development (A1171)

Grade: 9-12

This one-semester course will teach students necessary skills for parenting. It will also introduce students to infant and child development. Students will learn how to prepare for a newborn baby and what to expect each month of the first year of life. They will also learn about prenatal care, being an educated consumer, budgeting, and decision making. This course teaches the theory of aspects of parenting and child development.

Online Learning Course: Computer Applications– Office® 2010 (A4421)

Grade: 9-12

Offering insight into the suite of products most used by working professionals, this course challenges high school students to become proficient in Microsoft® Word®, Excel®, PowerPoint®, and Outlook® through

engaging lessons and coursework. This one-semester course is designed to provide students with hands-on experience with tasks such as creating flyers, brochures, schedules, presentations, and mail merge.

Online Learning Course: Computer Science 1, 2 (A4411, A4412)

Grade: 7-12

Computer Science 1, 2 introduces students to the basics of computer science through a series of Python® programming projects that encourage creativity and experimentation. Students create a diverse portfolio of projects as they learn commands and functions, values and variables, Graphical User Interface, modular and object-oriented programming, and events and event-driven processes. Students learn loops, debugging techniques and software development processes including iterative and incremental models. Students explore careers in programming, including profiles from a wide variety of programming professionals.

Online Learning Course: Digital Arts 1, 2 (A8081, A8082)

Grade: 9-12

The Digital Arts 1 course focuses on building a solid foundation of the basic elements of visual art: line, shape, form, color, value, space, and texture. This course teaches core skills using Inkscape, a free open-source

alternative to Adobe® Illustrator®. Topics include learning processes for evaluating artworks, and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients and highlights; and methods of working with color. Students express themselves creatively in original digital drawings and artwork. The Digital Arts 2 course focuses on the more advanced principles and elements of art and design. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Projects include creating movement with objects; images emphasized through the use of color, shape, and size; and the principles of art including: repetition and pattern, contrast, movement and rhythm, proportion and balance, and harmony and unity. Students advance their skills using Inkscape tools and learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

Online Learning Course:
Introduction to Business 1, 2 (A0514, A0515)

Grade: 9-12

In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it

takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

Online Learning Course:
Intro to Entrepreneurship 1, 2 (A0505, A0506)

Grade: 9-12

The Introduction to Entrepreneurship course teaches the skills and key business concepts students need to know to plan and launch a business, whether they are interested in creating a money-making business or a nonprofit to help others. Students learn about real-life teen entrepreneurs; characteristics of successful entrepreneurs; pros and cons of self-employment; sales stages, opportunities and strategies; planning and budgeting; and interpersonal communication in the workplace. Students also learn how to generate business ideas; create a business plan, mission, and vision; promote and market a company; attract investors; manage expenses; and set

personal visions and goals. Topics include exploring factors of business success and failure; core business concepts; economic systems; competition; production; the global economy; financing a business; costs, pricing, and accounting; bookkeeping and financial reporting; the role of the government in business; regulations and laws; working with others; and successfully managing employees.

Personal Finance (A2505)

Online Learning Course:

Personal Finance

Grade: 9-12

Prerequisites: basic math skills.

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

Online Learning Course:

Health Science Concepts 1, 2 (A8424, A8425)

Grade: 9-12

This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

General Electives

Study Skills (7th – 8th) (A8030)

Grade: 7-8

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Career and Life Management 1, 2 (A1169, A1163)

Grade: 9-12

Blended Learning Course:
Career Planning and Development (one semester only) (A1169)

Grade: 11-12

This course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps student investigate careers as they apply personal interests and abilities, develop skills and job search

documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

Personal Finance (A2505)

Blended Learning Course:

Personal Finance

Grade: 9-12

Prerequisites: basic math skills

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about

major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

Driver's Education (A2750)

Grade: 9-12

Driver's Education prepares students to pass the state driving exam. The units covered in this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

General Work Experience 1-4 (A8502, A8505)

Grade: 9-12

The major goal of General Work Experience Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.

The description of General Work Experience Education is that it is an instructional course, which has as its purpose the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education (WEE). (5 CCR §10071)

In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is outlined in the District Plan (See Chapter I on District Plans). Unlike Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical course work.

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations.

Literacy 1, 2 (A1562, A1563)

Grade: 9-12

Students receive Imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course. This course is intended to help students achieve Grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways. The instruction in this course supports the standards-based units of study the students complete in their English 1,

2 courses. The course approaches reading and writing as processes. Students receive explicit instruction on how texts work, and they analyze all types of texts identified in the standards: functional documents, expository prose, persuasive writing, narratives (both fiction and nonfiction), drama, and poetry. Students also develop their abilities to write and revise and publish) in a variety of genres: biographical or autobiographical narratives, responses to literature, expository compositions, persuasive compositions, business letters, and technical documents.

**Blended Learning Course:
Literature & Comprehension I (A1562)**

Grade: 9-12

Literature and Comprehension I is one of two semester-long intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed

at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

**Blended Learning Course:
Literature & Comprehension II (A1563)**

Grade: 9-12

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy and Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Presented as two one-semester reading-intervention courses, both offer an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

Philosophy 1 (A6821)

Grade: 11, 12

This one-semester rigorous course provides an historic overview of the major schools of philosophic thought in the Western and Eastern worlds, and introduces students to eight major philosophic ideas concerning the nature of man and his relationship to the universe. Students learn to employ the vocabulary of epistemological, metaphysical, and ethical discussion, while developing critical thinking skills through the combined dynamic of reading, debate, and discussion. (ref. History-Social Science Framework for California Public Schools)

Psychology 1, 2 (A6851, A6852)

Blended Learning Course:

Psychology

Grade: 11, 12

In this two-semester course students will study the following areas: an introduction to psychology research methods; biological bases of behavior; sensation and perception; motivation and emotion; learning; memory and thought; thinking and language; states of consciousness; and lifespan development. Specific content will include research, the nervous system, the endocrine system, nature vs. nurture, classical conditioning, operant conditioning, sleep, drugs, cognitive and emotional development, dying and death, and gender roles and differences, personality and individuality, intelligence testing, theories of personality, psychoanalytic theory, humanistic theory, cognitive theory,

stress and health, psychological disorders, anxiety disorders, drug addiction, therapy and change, biological approaches to treatment, individual interaction, group interaction, attitudes and social influence, and psychology future and present. (ref. History - Social Science Framework for California Public Schools)

Blended Learning Course:

AP Psychology 1, 2 (A6834, A6835)

Grade: 11-12

This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology.

The assigned texts for this course are *Psychology: Themes and Variations*, 7th edition, by Wayne Weiten, (2007) and *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th edition, by Roger Hock (2005).

Sociology 1 (A6837)

Blended Learning Course:

Sociology 1, 2 (A6837, A6838)

Grade: 11, 12

Pre-requisite: Completion of first semester or concurrent enrollment in US History.

In this one-semester course students are introduced to sociological concepts, theories, and procedures. Students will learn to analyze the basic structures and functions of societies and of groups within societies. They will study social organization, identify conditions that lead to disorganization, and evaluate methods of reorganization. The topics explored will include sociological perspectives, sociological methods of inquiry, culture, social structure, socialization, self and social interaction, deviance, crime, and social control, groups and organizations, social institutions, stratification, racial and ethnic relations, gender and age inequality, demography and urbanization, and social change. (ref. History - Social Science Framework for California Public Schools)

Pathway Exhibition (A8105)

Grade: 12

Mandatory graduation requirement.

This one-semester elective is required of all graduates. Students will be ready for life beyond high school. Students will be introduced to pre-employment techniques and the steps required for college admission and the securing of financial aid. In completing projects for a senior electronic portfolio and presenting an exhibition,

students will demonstrate their readiness for the future.

Grossmont Secondary students have the following post-high school pathway options: 4-year college/university, 2-year/community college, Armed Forces (Military), Career Technical Education.

Military Science Basic 1, 2 (A4501, A4502)

Grade: 9-12

This two semester career and technical education course assists students in completing the proper research for Enlisted and Officer paths to joining the military. Students will gain basic military history knowledge, research different branches of service as well as notable service members and the wars they served in. Students will also explore disaster preparedness and the role that U.S. forces play in humanitarian relief.

Blended Learning Course:

Grossmont Secondary Success 1, 2 (A8030, A8031)

Grade: 9-12

In this two semester course, students learn about themselves as they learn about the skills needed to be successful. Students use Naviance Family Connection to complete surveys and research information about their post-high school pathway and career

pathways for their future. Resilience, motivation, and goal-setting are a few of the life-skills that are learned while also improving academic skills. Students go on to create a plan for their future using their definition of success while anticipating obstacles that may come up along the way.

**Online Learning Course:
Strategies for Academic Success (A1163)**
Grade: 9-12

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

Service Learning 1, 2 (A8087)
Grade: 9-12

This one-semester course provides the opportunity for students to complete the (60 hours) community service with a non profit organization within their community. Students are encouraged to explore organizations in need of help within their

community where they can apply skills learned through their academic program and provide essential support to the community in which they live. Students who choose the Service Learning option for graduation must complete 2 semesters (120 hours) of Service Learning.

Study Skills (9th – 12th) (A8007, A8008)
Grade: 9-12

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Study Skills (CHSPE Math 9-12) – 6th edition (A8007, A8008)
Grade: 9-12

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in mathematics. Completion of this course should enable students to (1) improve their skills in basic math and elementary algebra, (2) recognize and

understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

**Study Skills – CHSPE PREP/Part 1/
Language Arts – 6th edition (A8007,
A8008)**

Grade: 9-12

This one-semester course is designed to prepare students to pass the California High School Proficiency Examination (CHSPE). It uses individualized instruction for remediation with a specific focus on weaknesses in language arts. Completion of this course should enable students to (1) improve their skills in basic grammar, writing, and language skills, (2) recognize and understand the various types of objective test questions, and (3) improve their chances of passing the CHSPE test. The primary methods of instruction include, but are not limited to, lectures, timed tests, homework assignments, and individualized instruction.

Steps to Success

**Grossmont Secondary's
students will be:**

**Motivated and
Self-Disciplined**

**Productive and
Advancing Academically**

Socially Competent

Academically Competent

Self-Sufficient

Contributing Citizens

Grossmont

Secondary School

Corporate Office: 10170 Huennekens St., San Diego, CA 92121 • Phone: 858-678-2020 • www.altus4u.com

El Dorado County Charter SELPA Intent for Acceptance Letter

Appendix D



Ed Manansala Ed.D.
County Superintendent of
Schools
El Dorado County
Office of Education

David M. Toston
Associate Superintendent
El Dorado County
SELPA/Charter SELPA

September 2, 2016

Robert Shield, Board President
Grossmont Union High School District
PO Box 1043
La Mesa, CA 91944

Re: Grossmont Secondary School

Dear President Shield,

The Altus Network of charter schools, which includes as members, Audeo Charter School, Audeo II, Charter School of San Diego, Laurel Preparatory Academy, and Mirus Secondary, has been a founding partner in the El Dorado County Charter SELPA since 2008. Altus schools have at all times been a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services. In addition to meeting all of the regulatory requirements of IDEA, the leadership of these schools are actively engaged in our leadership and governance structure.

Pursuant to our local plan, we prioritize the admission of new schools operated by a current member of our SELPA. Accordingly, based on the aforementioned good standing, Grossmont Secondary School has met the approval criteria for expansion within the El Dorado County Charter SELPA.

Lastly, I offer our full support and encourage you to approve the petition for Grossmont Secondary School.

Respectfully Submitted,

David M. Toston
Associate Superintendent

DMT:kc

cc: Mary Bixby, CEO – Altus/Charter School of San Diego/Audeo Charter Schools
Lynne Alipio, CFO – Altus/Charter School of San Diego/Audeo Charter Schools

Grossmont Secondary School Articles of Incorporation

Appendix E

FILED *JHR*Secretary of State
State of California

14M

SEP - 6 2016

2267362

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Audeo Charter School, California nonprofit public benefit corporation.
2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes of this corporation are:

(1) to support, benefit, and carry out the purposes of, (a) Audeo Charter School II, a California public charter school and (b) such other public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of Audeo Charter School II (collectively the "Altus Model"):

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct Related Public Charter Schools that provide education based on the Altus Model, including Audeo Charter School II;

(4) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(5) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporations general and specific purposes.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation,



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

SEP 07 2016

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

Bylaws

Appendix F

**BYLAWS
OF
AUDEO CHARTER SCHOOL**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Audeo Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 10170 Huennekens Street, San Diego, State of California. The Board of Directors may change the location of the principal office. However, a change in the principal office may constitute a material revision to the charter(s). Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of this corporation are:

(1) to support, benefit, and carry out the purposes of, (a) Audeo Charter School II, a California public charter school and (b) such other public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of Audeo Charter School II (collectively the "Altus Model");

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct Related Public Charter Schools that provide education based on the Altus Model, including Audeo Charter School II;

(4) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(5) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporations general and specific purposes.

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's

Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors" or "Governance Council"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; and alter the seal.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** All directors shall be designated by the existing Board of Directors. The board of directors shall consist of at least three directors unless changed by amendment to these bylaws. Any representative of the San Diego Unified School District appointed to be a director (or his or her alternate) shall be a non-voting member of the Board and shall not be counted as a director for purposes of determining the presence of a quorum at a meeting of the Board. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. **DIRECTORS TERM.** Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The chairman of the Board of Directors or, if none, the President may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Corporation.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **REMOVAL OF DIRECTORS.** Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said

chapter may be modified by subsequent legislation (“Brown Act”). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (2) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within the jurisdiction of the Corporation that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS BY TELEPHONE. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least three (3) times per year. The Board of Directors shall hold an annual meeting in June for purposes of organization, election of officers, and transaction of other business. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act") California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to Audeo Charter School,

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the. Brown Act.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

shall be an act of the board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the board;
- (b) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the board;
- (f) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- (g) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a chairman of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article DC, Section 4 of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the chairman of the board, or if none; the President shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the approval of such indemnification may be made by:

- (a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- (b) The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person

rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest, as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection

by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to each director within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members of the Board, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to

the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XI of these Bylaws.

ARTICLE XVI

EFFECTIVE DATES; AMENDMENTS

Section 1. EFFECTIVE DATE. These bylaws and any amendments shall become effective immediately upon their adoption.

Section 2. AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter governing the charter school or make any provisions of these bylaws inconsistent with the charter, the Corporation's articles of incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Audeo Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages (including this page), are the bylaws of this corporation as adopted by the Board of Directors on _____, 2016, and that these bylaws have not been amended or modified since that date.

_____, Secretary

Conflict of Interest Code

Appendix G

**RESOLUTION OF THE BOARD OF DIRECTORS
OF AUDEO CHARTER SCHOOL, INC.,
ADOPTING A CONFLICT OF INTEREST CODE**

WHEREAS, Audeo Charter School, Inc., as a California charter school ("Corporation"), is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300; and

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. §18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, statement of economic interests; and

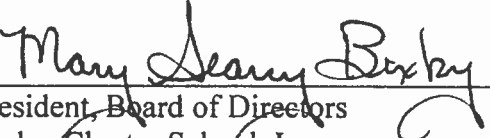
WHEREAS, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.
2. The President is hereby directed to open a 45-day public comment period to begin on September 25, 2011, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation's employee bulletin boards or in the employee newsletters, and concurrently mailing notice to the San Diego County Board of Supervisors.
3. The Conflict of Interest Code shall become effective immediately upon:
 - a. Its final approval by the Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on February 7, 2012 and
 - b. Its approval by the San Diego County Board of Supervisors as the code-reviewing body.
4. Upon its final approval by the Board of Directors of the Corporation, the President is hereby directed and authorized to submit a certified copy thereof to the San Diego County Board of Supervisors for approval.

APPROVED AND ADOPTED this 6th day of September 2011.

AYES: 5
NOES: 0
ABSENT: 0
ABSTAIN: 0



President, Board of Directors
Audeo Charter School, Inc.,

ATTEST:



Secretary, Board of Directors
Audeo Charter School, Inc.,

**CONFLICT OF INTEREST CODE
OF
AUDEO CHARTER SCHOOL, INC.**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Audeo Charter School, Inc., ("Audeo Charter School" or "Corporation") is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (Title 2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.


2. Adoption of Standard Code of FPPC

The terms of Title 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of the Audeo Charter School. This code shall take effect when approved by the Board of Supervisors for the County of San Diego, and shall thereupon supersede all prior codes adopted by the Audeo Charter School.


3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Title 2 of the Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file statements of economic interests (Form 700) with the Secretary of the Audeo Charter School. Upon receipt of the statements of the members of the Board of Directors of Audeo Charter School, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors of on the 6th day of September, 2011.


Chairperson, Board of Directors
Audeo Charter School, Inc.

ATTEST:


Secretary to the Board of Directors
Audeo Charter School, Inc.

**APPENDIX TO
CONFLICT OF INTEREST CODE OF THE
AUDEO CHARTER SCHOOL, INC.**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from the Audeo Charter School's general counsel. (Gov. Code § 83114; Title 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, the Audeo Charter School may consider whether such reliance should constitute a mitigating factor to any disciplinary action that the Audeo Charter School may bring against the requesting party under Government Code § 91003.5.

I.

Designated Employees

<u>Designated Employees</u>	<u>Categories Disclosed</u>
Members of Audeo Charter School's Board of Directors	4 through 6
President, Audeo Charter School's Board of Directors	1 through 6
Business and Operations Manager	1 through 6
CFO/Treasurer of Audeo Charter School's Board of Directors	1 through 6
General Counsel	4 through 6
Consultants ¹	--

¹ With respect to consultants, the President may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The President's determination is a public record and shall be retained for public inspection by the Audeo Charter School, Inc., in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

II.

Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County in which the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by the Audeo Charter School.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code § 82034 in any business entity, which within the last two (2) years has contracted with or in the future foreseeably may contract with the Audeo Charter School to provide personnel, services, supplies, material, machinery or equipment:

(a) to the Audeo Charter School of the type utilized by the Audeo Charter School which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with the Audeo Charter School within the last two (2) years or which in the future foreseeably may contract with the Audeo Charter School to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code § 82030 which is derived from a source which within the last two (2) years has contracted with the Audeo Charter School or in the future foreseeably may contract with the Audeo Charter School to provide personnel, services, supplies, materials, machinery or equipment:

(a) to the Charter School of San Diego, of the type utilized by the Audeo Charter School which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with the Audeo Charter School within the last two years or which in the future foreseeably may contract with the Audeo Charter School to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule C. A designated employee shall list, with respect to any business entity which operates or provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school:

(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

(b) a description of the business activity in which the business entity is engaged; and

(c) the designated employee's position with the business entity.

Descriptions of Positions and Offices with Explanation of Reasons for Employees and Consultants to Charter Schools Being "Designated Employees"

Members of the Board of Directors

The Members of the Board of Directors of the charter school or its operating corporation formulate general policy and programs of the charter school/corporation, and each member of the Board of Directors therefore is designated.

President

President is an officer of the Board of Directors, and participates in the formulation of the charter school/corporation's general policy and programs, and implements policy on behalf of the Board of Directors. He/she therefore is designated.

CFO/Treasurer

The CFO/Treasurer is an officer of the Board of Directors, and participates in the formulation of the charter school/corporation's general policies and programs in the areas of finance and general office administration. He/she therefore is designated.

Business and Operations Manager

The Business and Operations Manager, an employee of the charter school/corporation, participates in the formulation of the charter school/corporation's general policies and programs in the areas of finance and general office administration. He/she therefore is designated.

General Counsel

Legal counsel is hired on a contract basis and advises the charter school/corporation on its day-to-day activities, including its relationships with the independent contractors who provide services to the charter school/corporation, and compliance with applicable laws and regulations. Because general counsel participates in the formulation and implementation of the policies and programs of the charter school/corporation, the primary contact of the firm retained is designated.

Draft Safety Plan

Appendix H

Grossmont Secondary School

SAFETY PLAN (DRAFT)

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Grossmont Secondary School.

A “Incident Commander” (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. A Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with School Police Services will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Grossmont Secondary School Resource Centers Information and Street Map

Location

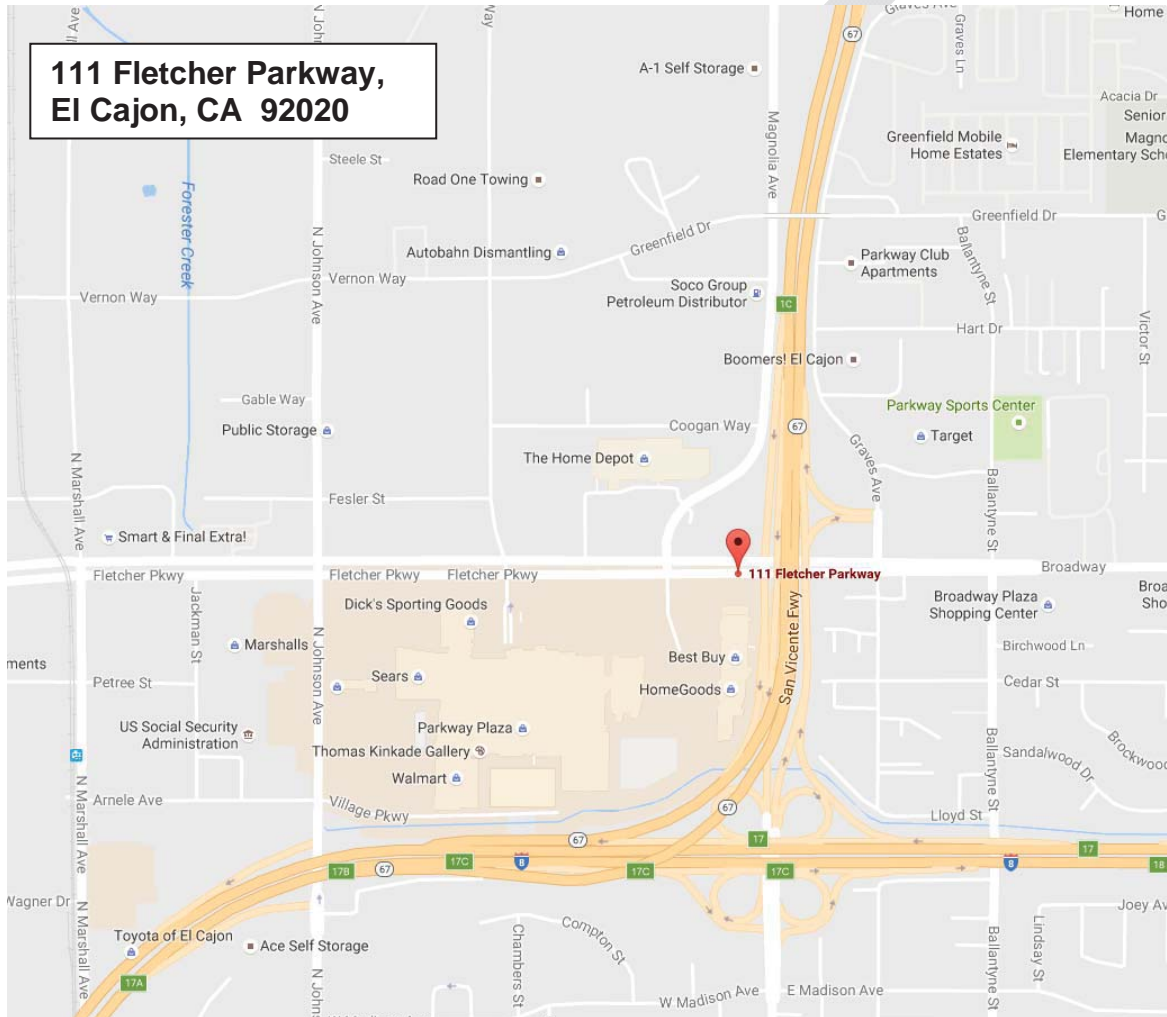
Resource Center (RC) Name: **El Cajon**

RC Address: 111 Fletcher Parkway, El Cajon, CA 92020

RC Public Phone Number: 858-678-2020

RC Direct Phone Numbers: 619-588-5527, 619-588-5532, 619-588-1286, 619-588-2515

111 Fletcher Parkway, El Cajon, CA 92020



El Cajon Resource Center Aerial Map



Location

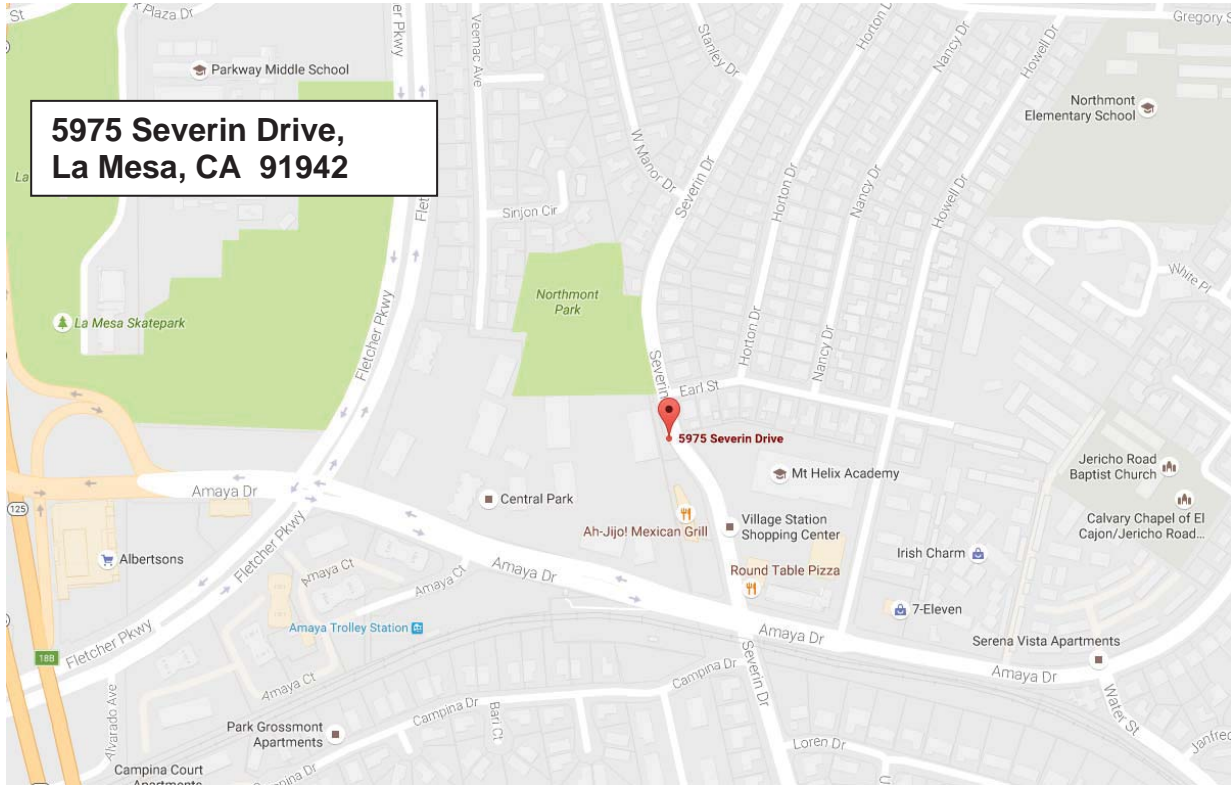
Resource Center (RC) Name: **La Mesa**

RC Address: 5975 Severin Drive, La Mesa, CA 91942

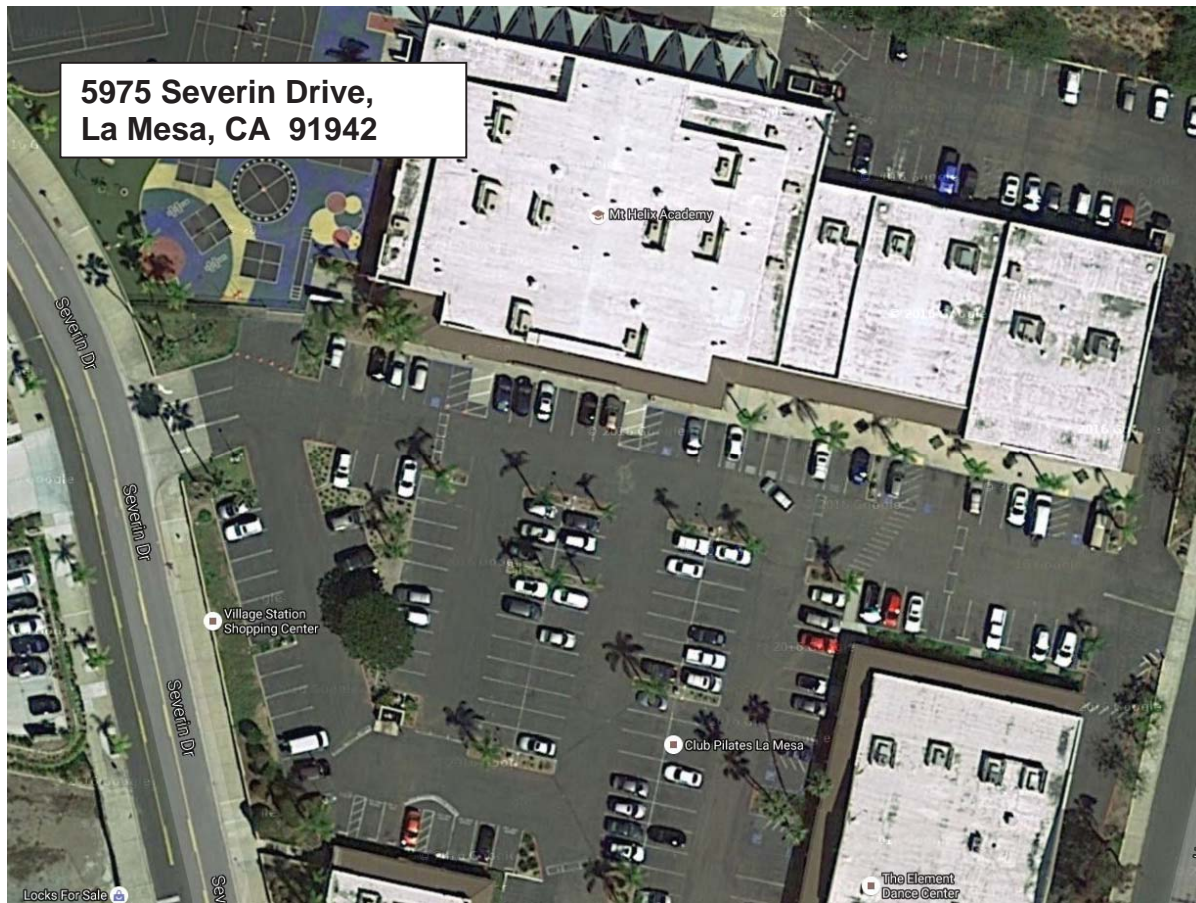
RC Public Phone Number: 858-678-2020

RC Direct Phone Numbers: 619-644-8697, 619-644-8694, 619-644-1544

5975 Severin Drive, La Mesa, CA 91942



La Mesa Resource Center Aerial Map



Location

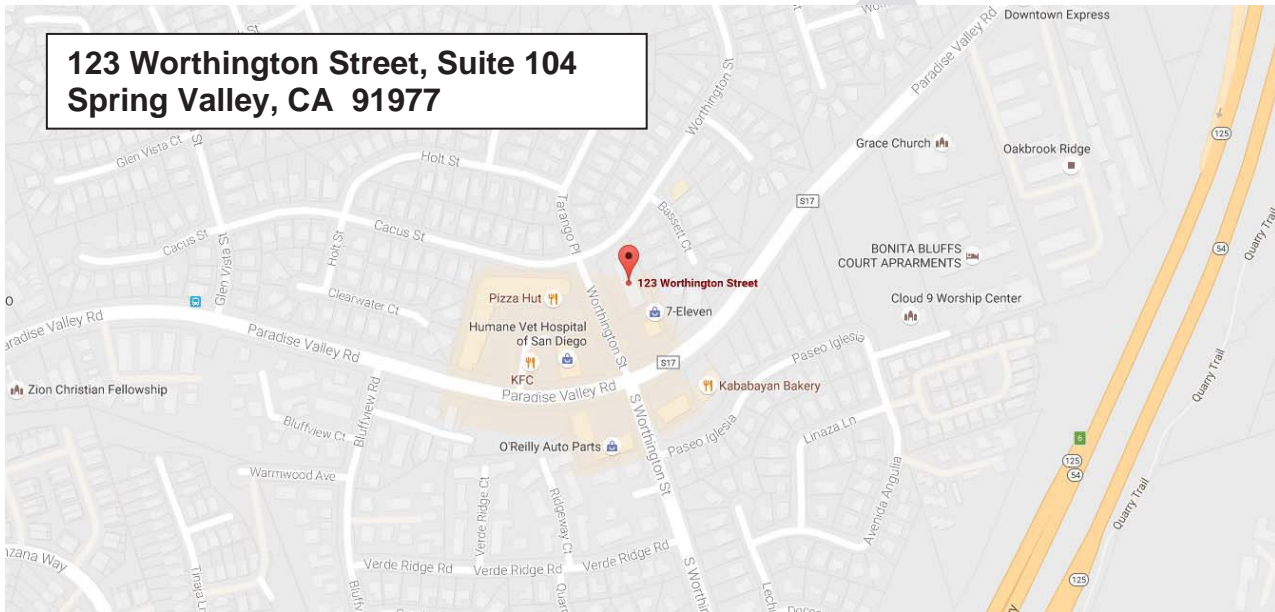
Resource Center (RC) Name: **Paradise Valley**

RC Address: 123 Worthington Street, Suite 104, Spring Valley, CA 91977

RC Public Phone Number: 858-678-2020

RC Direct Phone Number: 619-472-6690, 619-472-8039, 619-472-6630, 619-479-1037, 619-479-8169

123 Worthington Street, Suite 104, Spring Valley, CA 91977



Paradise Valley Resource Center Aerial Map



LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Grossmont Secondary School. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Operations Administrator	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Grossmont Secondary School defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to

which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Grossmont Secondary School will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911
3. Contact EOT: Communicate essential information
Example: Describe the situation – clearly and calmly.
Who is involved?
Who's present/at the RC –staff/students/community?
Have the police been called? Have they arrived?
Who else has been notified?
What have you done so far?
Is anyone hurt? Describe injury.
4. Gather essential information – keep emergency supplies in one area
 - Student emergency binder
 - Student roster

- Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call
Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
 6. Give students appraisal of situation
Tell them what to do and what is expected.
 7. Re-contact EOT
 8. Release students as appropriate to authorized individuals.
 9. Contain remaining students in designated safe area.
 10. Wait until crisis has passed
 11. Notify corporate office
 12. Remaining students will be brought to safe area designated by EOT
 13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Grossmont Secondary School Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

<u>Emergency RC Call to Central</u>	
RC contact Central or Able	
Remember 6 Key points –	
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Procedure

- President will declare need for emergency action.
- President, manager and any designated support staff prepare Alert Now telephone message and E-mail message.
- President notifies Grossmont Secondary School Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the President office by e-mail (mbixby@grossmontsecondarieschool.net) the names of the employee’s they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee’s regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone

numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. **STAY CALM.**
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say **“Situation secured”. This officially closes down the incident. Central logs the time.**

AlertNow System

In the event of an emergency the President or designee may activate the school-wide AlertNow. AlertNow allows Grossmont Secondary School administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. AlertNow allows Grossmont Secondary School to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, AlertNow is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Grossmont Secondary School emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.

Contact the Grossmont Secondary School Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Grossmont Secondary School. In creating this policy, Grossmont Secondary School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Grossmont Secondary School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as Grossmont Secondary School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Grossmont Secondary School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Grossmont Secondary School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator's office.

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

A student identified as an individual with disabilities or for whom Grossmont Secondary School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Grossmont Secondary School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Grossmont Secondary School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at 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.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as

defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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 section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct,

including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the RC, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has

been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any

- drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
 - l) 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.
 - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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 section, “hazing” does not include athletic events or school-sanctioned events.
 - q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school premises, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of

the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the

preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Grossmont Secondary School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 Grossmont Secondary School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Grossmont Secondary School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Grossmont Secondary 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. Upon a recommendation

of expulsion by the School Coordinator or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Grossmont Secondary School Board of Directors following a hearing before it, or by the Grossmont Secondary School Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Grossmont Secondary School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Grossmont Secondary School Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Grossmont Secondary School's disciplinary rules which relate to the

alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Grossmont Secondary School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Grossmont Secondary School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Grossmont Secondary School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Grossmont Secondary School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Grossmont Secondary School must present evidence that the witness' presence is both desired by the witness and will be helpful to Grossmont Secondary School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 Grossmont Secondary School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

J. Disciplinary Records

Grossmont Secondary School shall maintain records of all student suspensions and

expulsions at Grossmont Secondary School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Grossmont Secondary School as the Grossmont Secondary School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Grossmont Secondary School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Grossmont Secondary School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Grossmont Secondary School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Grossmont Secondary School shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Grossmont Secondary School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

Grossmont Secondary School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a

disability or student that Grossmont Secondary School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Grossmont Secondary School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Grossmont Secondary School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Grossmont Secondary School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Grossmont Secondary School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Grossmont Secondary School agree to a change

of placement as part of the modification of the behavioral intervention plan.

If Grossmont Secondary School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Grossmont Secondary School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Grossmont Secondary School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Grossmont Secondary School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Grossmont Secondary School agree otherwise.

5. Special Circumstances

Grossmont Secondary School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Grossmont Secondary School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Grossmont Secondary School had knowledge that the student was disabled before the behavior occurred.

Grossmont Secondary School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Grossmont Secondary School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Grossmont Secondary School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Grossmont Secondary School supervisory personnel.

If Grossmont Secondary School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Grossmont Secondary School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Grossmont Secondary School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Grossmont Secondary School pending the results of the evaluation.

Grossmont Secondary School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification to Staff of Dangerous Students

- a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Grossmont Secondary School School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance, and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Grossmont Secondary School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Grossmont Secondary School shall promote programs which ensure that discriminatory practices are eliminated in all district activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in district programs.

Any student who engages in discrimination of another student or anyone from Grossmont Secondary School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-2051 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts that are above mid-thigh
- ❑ Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- ❑ Visible undergarments (including boxer shorts, bras, etc.)
- ❑ Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- ❑ Clothing that uses vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

LOITERING LAW COMPLIANCE

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when the school is open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences, if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

1. Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
2. If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
3. When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace officer may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions may include:

1. A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
2. Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
3. A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
4. A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
5. A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

1. "Adult" means any person twenty-one (21) years of age and older.
2. "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
3. "Establishment" means any privately owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
4. "Juvenile" means any person under eighteen (18) years of age.
5. "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
6. "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
7. "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 (in some communities 1:30 p.m.) NOT the student's appointment times at the learning center.

I HAVE READ AND UNDERSTAND THIS NOTICE. MY STUDENT AND I WILL OBEY THE LAWS.

STUDENT: _____ DATE: _____

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PARENT: _____ DATE: _____

Going To and From School Safely

Every day millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Grossmont Secondary School students to understand safety guidelines and tips to follow to ensure their safety to and from the learning center. The following safety tips are reviewed annually with Grossmont Secondary School students and parents to help prepare all Grossmont Secondary School students for a safer journey.

1. Every Grossmont Secondary School student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent, and guest is required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.
6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the learning center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the learning center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Grossmont Secondary School staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Grossmont Secondary School is and will remain a safe place for students and adults.

Grossmont Secondary School staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

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Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Grossmont Secondary School.

SEVERE CLAUSE BYPASSES

A majority of students at Grossmont Secondary School will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion

Defiance/unprovoked attack

Stealing

Profanity, Vulgarity, or Obscene Acts

Possession or use of drugs or alcohol

Smoking

Vandalism

Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Zero Tolerance

Grossmont Secondary School subscribes to the Zero Tolerance Policy which mandates expulsion of students who come to school with any sort of weapon or anything which can be used as a weapon, who causes serious fights, or who offer drugs for sale on or near the campus. In addition to discipline if a student is found to have violated the law, he or she may be arrested and taken to a juvenile detention facility.

The Zero Tolerance Policy is designed to make school a safe and supportive learning environment for staff and students. There can be no acceptable reason for violating these rules. In accordance with this policy, students who possess weapons, are involved in an act of violence, or are found in possession of drugs, alcohol, or tobacco are grounds for expulsion.

Expulsion from the School will result in loss of your privileges to attend school.

- A weapon is defined as a firearm, pistol replica, starter pistol, stun-gun, BB gun or pellet gun, a knife of any size or type, a dirk, dagger, razor, slingshot, or any explosives or fireworks. Any object used in a dangerous manner will also be considered a weapon. Use or possession of a weapon will result in expulsion.
- Attempting to commit or committing a sexual assault and committing a sexual battery will result in expulsion.
- Bullying, cyber-bullying, or harassment or other activity that interferes with or disrupts other students' rights to attend school will result in expulsion.
- Incidents of fighting, violent acts, or causing serious injury to another person will result in expulsion.
- Selling or furnishing controlled/prohibited substances will result in expulsion.
- Tagging and/or defacing school property will result in expulsion.
- In addition to discipline, students who have violated the law may be arrested and taken to a juvenile detention facility or county jail.

CHILD ABUSE REPORTING PROCEDURES

All Grossmont Secondary School certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Grossmont Secondary School employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-344-6000)** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed report**.
2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.
4. Please type or print legibly in black ink to avoid a time consuming callback.
5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is

page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

- 1. Fax form to Child Abuse Hotline (858) 467-0412**
- 2. Send the original to School Coordinator to place in a confidential locked file.**

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

- 1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111**
- 2. Send a copy to the School Coordinator to place in a confidential locked file.**

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.
- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.
- “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.
- “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

EMERGENCY NOTIFICATION INFORMATION

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio – 800 MHz and/or radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
La Mesa & El Cajon Police	911	619-667-1400
Heartland Fire	911	619-441-1621
La Mesa Fire	911	619-667-1355
San Diego Sheriff's Dept.	911	858-565-5200
SD County Office of Emergency Services	911	858-565-3490
San Diego Gas & Electric	911	1-800-611-7343

INTERNAL CONTACTS FOR GROSSMONT SECONDARY SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Grossmont Secondary School Safety Coordinator	619-757-0028	858-678-2045 Business Office
Grossmont Secondary School School Coordinator	909-720-9216	858-678-2051 Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

DRAFT

EMERGENCY RESOURCE INFORMATION

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for a RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
 - ☑ Bull Horn – recommend a minimum of one
 - ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
 - ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately in Section Five)
 - ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
 - ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
 - ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
 - ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
 - ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
 - ☑ Copies of Forms
 - ☑ Chalk - recommend twenty-five sticks, red in color
 - ☑ 3x5 Cards – recommend one hundred
 - ☑ Department or Placards
 - ☑ First Aid & Medical Team Supplies
 - ☑ Search and Rescue Team Supplies
 - ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members
- All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are a file folder type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the

Emergency Procedures section.

INCIDENT COMMAND TEAM OVERVIEW

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to “cluster” certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- **Operations Chief** – manages direct response to the RC emergency
 - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)
 - **Request Gate** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult

- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal “sweeps” of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Evacuation Locations

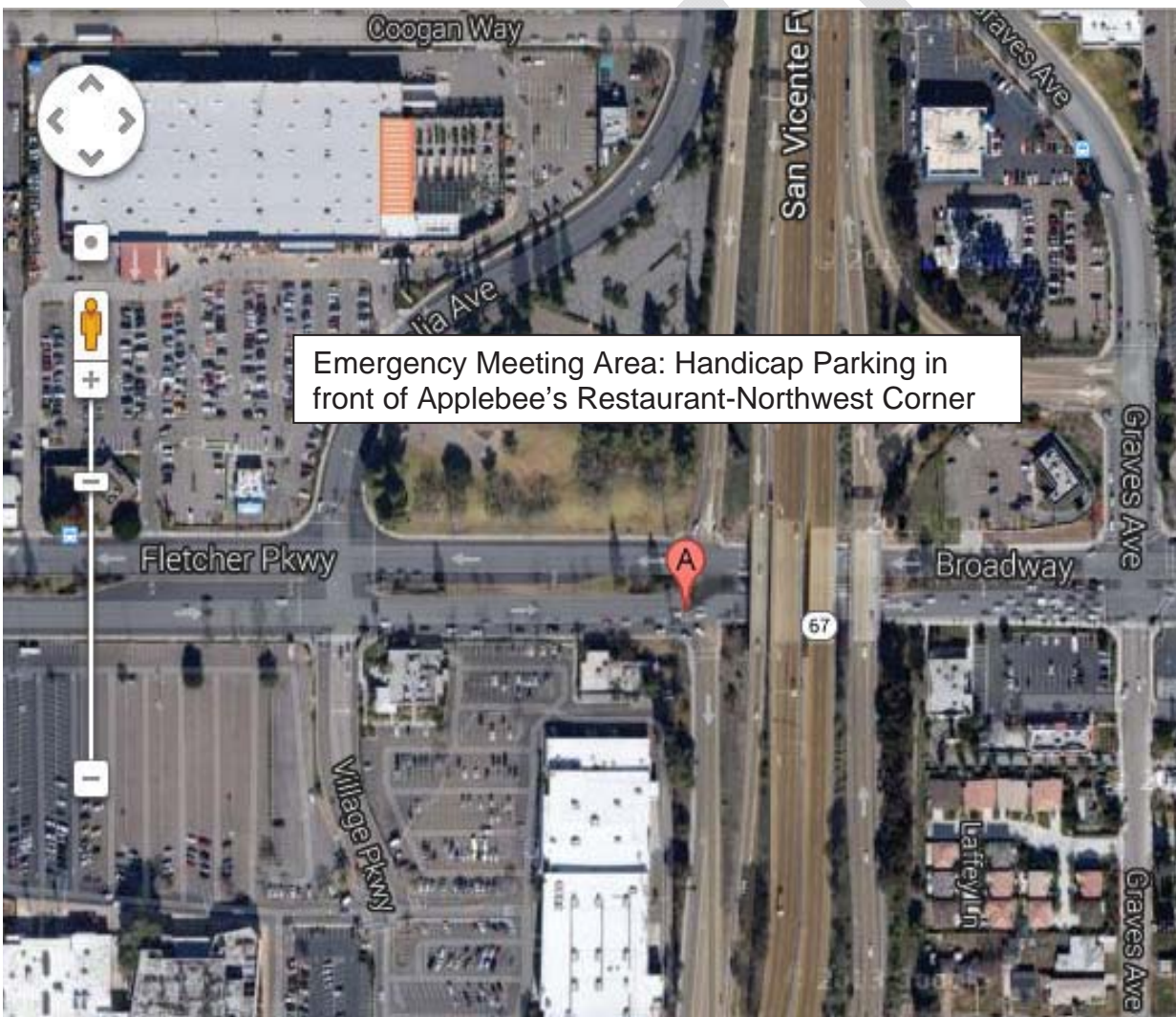
In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

RESOURCE CENTERS

El Cajon: 111 Fletcher Parkway, El Cajon, CA 92020

Cross Street: North Magnolia Avenue

Emergency Meeting Area: Handicap Parking in front of Applebee's restaurant

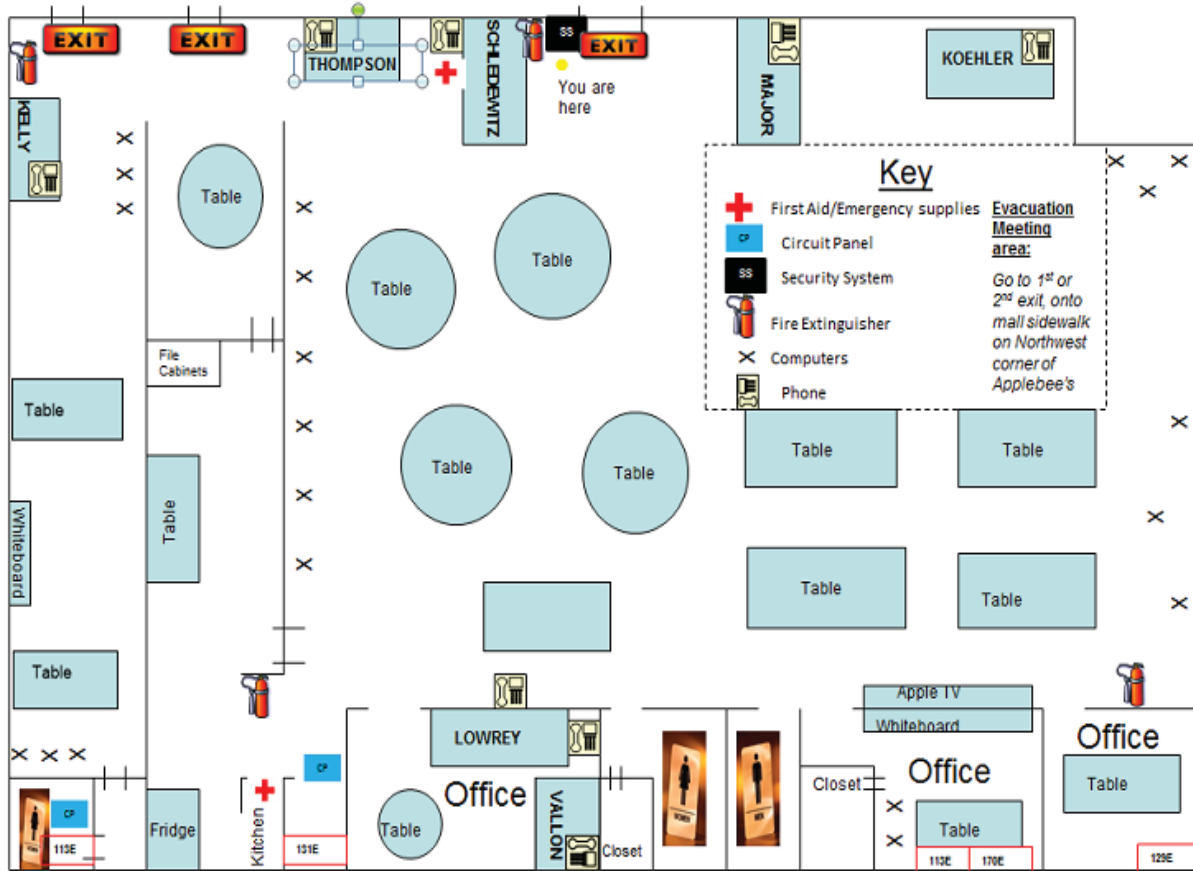


El Cajon Plan

☆ meeting area is the northwest corner of Applebee's

111 Fletcher Parkway, El Cajon, CA, 92020

Exit to outside (parking lot)



In case of emergency, call Tiffany Yandell: (619) 778-3491.

If the emergency is life threatening, please call 911.

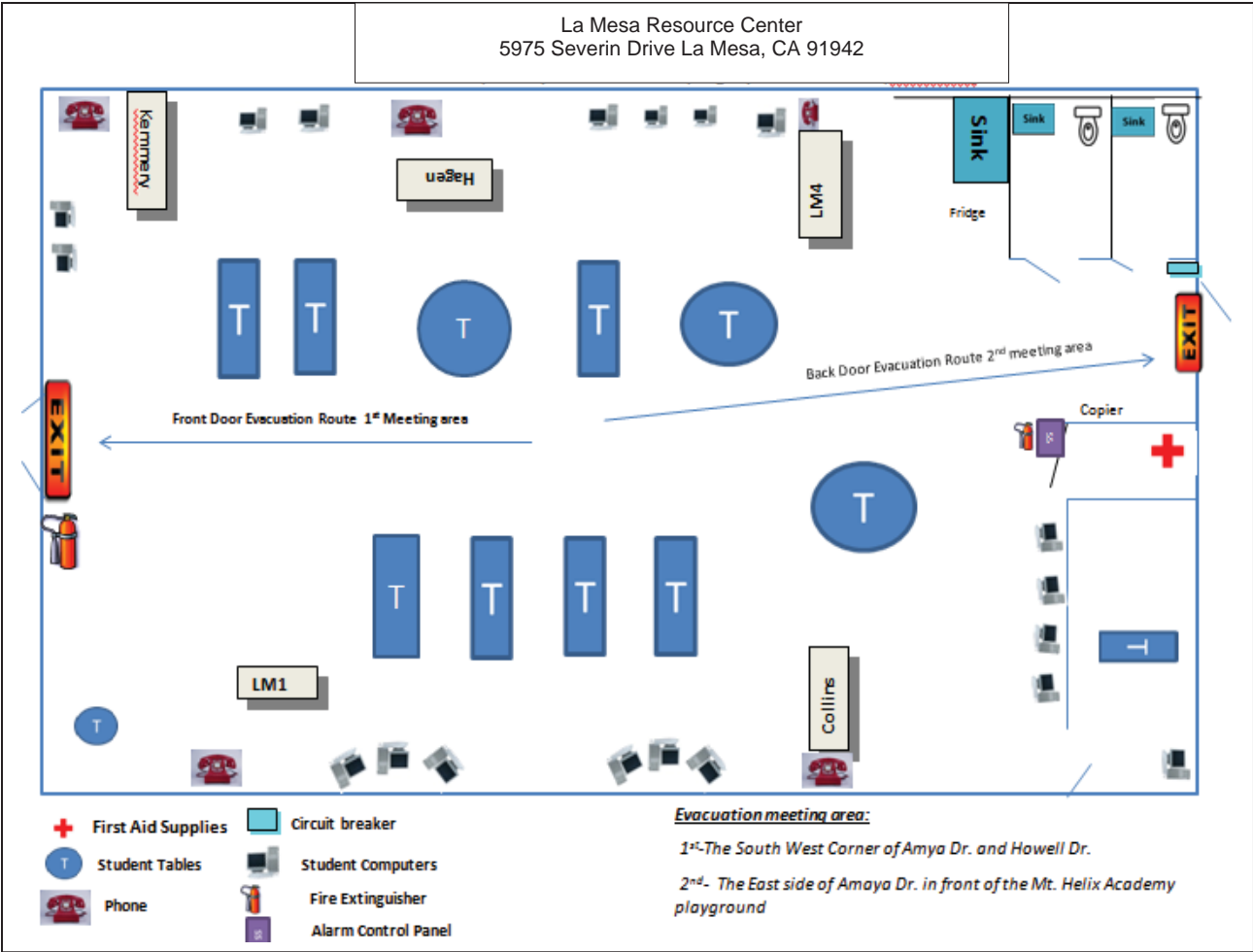
La Mesa 5975 Severin Drive, La Mesa, CA 91942

Cross Street: Amaya Drive

Emergency Meeting Area: East of Amaya Dr., in front of Mt. Helix Academy Playground



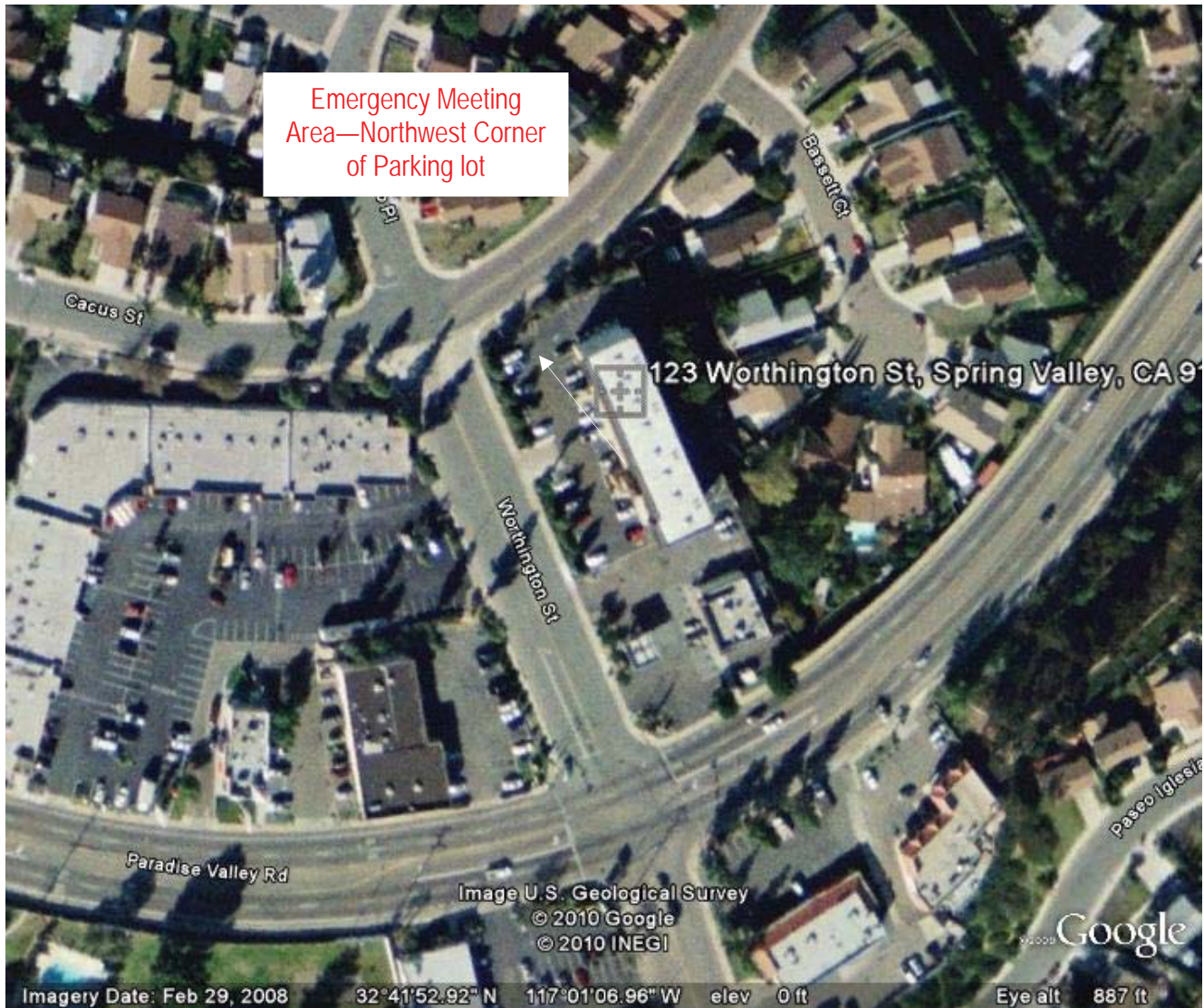
La Mesa



Paradise Valley: 123 Worthington Street, Suite 104-105, Spring valley, CA 91977

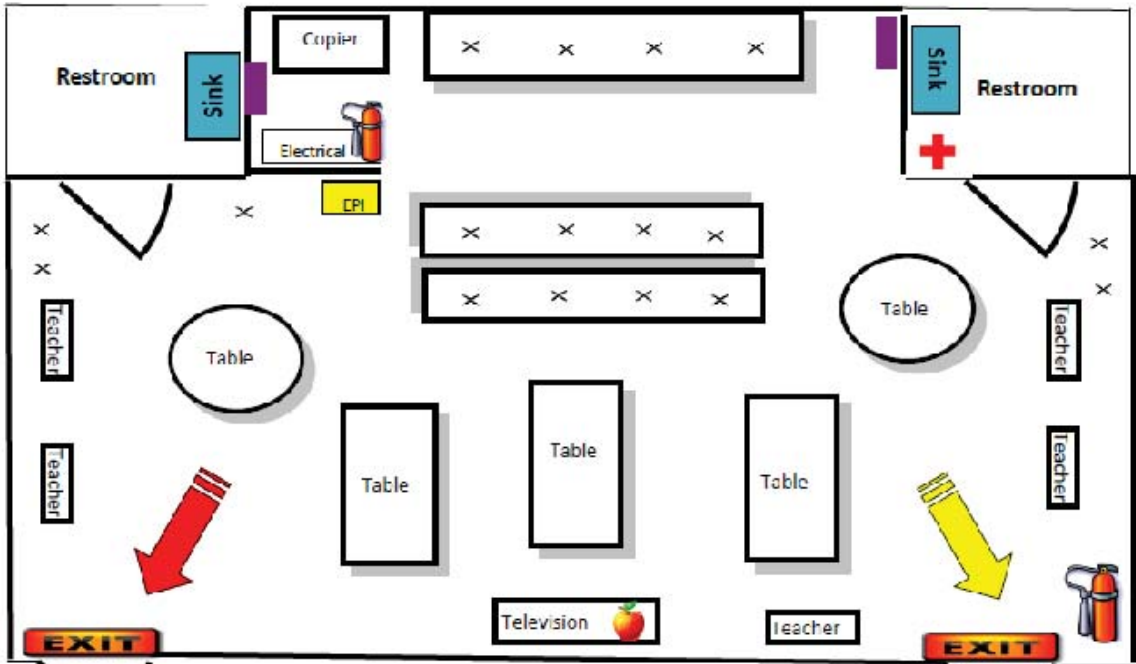
Cross Street: Paradise Valley Road

Emergency Meeting Area: Northwest Corner of Parking Lot



Paradise Valley Plan

The Charter School of San Diego • Paradise Valley Resource Center
123 Worthington Street, Suite 104, Spring Valley, CA 91977



Evacuation Plan



1st Route: Exit North West door of Learning center and meet in Northwest corner of parking lot near corner of Worthington and Taranga



2nd Exit: Exit Southwest door of Learning center and meet at Northwest corner of parking lot near corner of Worthington and Taranga



First Aid Supplies/Backpack



Computers



Circuit Panel

Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

If an emergency situation near a Grossmont Secondary School RC endangers student or staff safety,

Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare “**this is a lockdown**” alerting staff and students in a calm manner.
 2. All students and staff remain in their RC or offices.
 3. All RC doors and windows are to be closed and locked.
 4. All window blinds should be drawn or closed.
 5. A staff member will activate “STAY” function on Protection One Security Alarm Panel.
 6. Safety Ambassador or designee will call/email Executive Safety Committee.
 7. A staff member will take a head count of ALL persons in RC/building
 8. A staff member will use the attached Sign In sheet for ALL persons on location.
 9. All lights should be turned off (as needed)
 10. A member of the Grossmont Secondary School Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.
- ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.**
11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
 12. Students and staff will remain quiet and calm.
 13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
 14. First aid will be rendered by staff as necessary.
 15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Grossmont Secondary School Safety Committee may lift a lockdown.

Persons who may activate a RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high risk search or arrest warrant.

- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	Duration of Lockdown: Beginning time: End Time:
Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:
2. Who declared the lockdown?
3. How did you hear about the need for a lockdown?
4. Where there any First Aid or Health matters during the lockdown? If so, please explain.
5. Is there a need for follow up to any students/parents?
6. Did you have enough communication, information, and resources during your lockdown?
7. Are there any recommendations:

***Attached this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

Signature: _____ Date: _____

Date Report Received: _____

GROSSMONT SECONDARY SCHOOL EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in RC/building sign in) When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:
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Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Page of

EMERGENCY RELEASE SIGN OUT RECORD

PAGE

1 of ____

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

of ____

PAGE 2

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:

	Signature of Parent/Guardian:	Form of ID:	Checked By:
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EMERGENCY RELEASE SIGN OUT RECORD

PAGE

3 of ____

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Released To:	Relationship to Student:	Date/Time Released:
Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE

4 of __

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

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20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 6 of __

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

PARENT NOTIFICATION & REUNIFICATION PROCEDURE

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Operations Administrator. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

EARTHQUAKE PROCEDURE

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to “Drop, Cover, and Hold” at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator, Jay Garrity, of the situation. Contact the Operations Administrator at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

FIRE PROCEDURE

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify Operations Administrator by calling 619-778-3491. The Operations Administrator will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Operations Administrator of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
 - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
 - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
 - Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.
 - Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost-benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.

7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

DRAFT

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools, but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated With Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives, and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool

and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). **Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.**

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out With the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the school;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school's policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis;

- Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
 - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and
 - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:
 - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the school building and campus.
 5. Create a plan of progression that:
 - Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
 6. Prepare for logistics of the drill to ensure that:
 - Previous traumatic experiences of those involved are considered;
 - School staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
 7. Develop a communications plan that:
 - Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
 8. Establish a long-term follow up plan to support sustainability that considers:
 - What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and
 - When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

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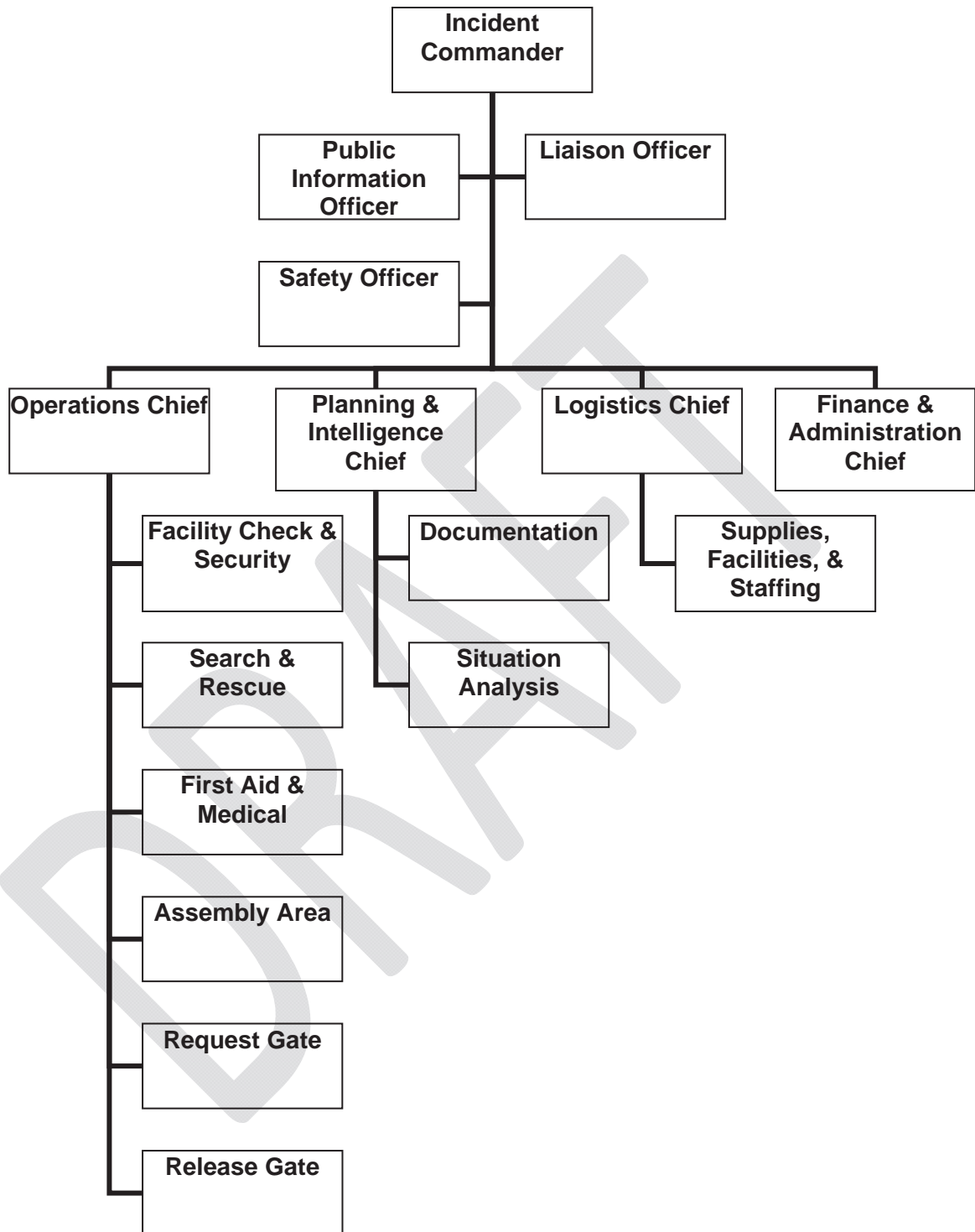
SECTION FOUR

Emergency Plan Roles & Responsibilities

Emergency Plan Roles & Responsibilities

DRAFT

Incident Command Team
Organizational Chart



INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Jackie Robertson	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Jackie Robertson
Tim Tuter	Operations Chief	Jay Garrity
Angela Neri	Facility Check/Security	Jay Garrity
Safety Ambassador by Location	Search & Rescue Team Leader	Jay Garrity
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Jay Garrity
Safety Ambassadors (per location)	Request Point	Jay Garrity
Safety Ambassadors (per location)	Release Point	Jay Garrity
Jay Garrity	Planning Chief / Logistics Chief	Gail Levine
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Norma Guerrero

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - a. Messages received
 - b. Actions taken
 - c. Decision justifications and documentation
 - d. Requests filled
 - e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ Implement Emergency Plan and Emergency Procedures.
- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total school situation:
- ☐ View location map periodically for Search & Rescue progress and damage assessment information.
- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**

- ☐ Release staff as appropriate. By law, during a disaster, the staff will become “Disaster Service Workers.”
- ☐ Remain on and in charge of your RC until the incident has been resolved.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ Deactivate the entire emergency response.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command

Position: Safety Officer

Reports To: Incident Commander

Staffing

Characteristics:

It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility:

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command

Position: Public Information Officer

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- ☐ Scissors
- ☐ School map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- ☐ Tape recorder and tapes

Start-Up Activities:

- ☐ Determine a possible “news center” location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the “Public Information Officer” (vest, visor, sign, etc.)
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the school is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — “Everything’s Going To Be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- ☐ **Remind school/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.
- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command

Position: Liaison Officer

Reports to: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations

Position: Operations Chief

Reports to: Incident Commander

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations

Position: Facility Check & Security

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the campus and report any damage to the Command Post.*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, **if gas is leaking**, shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to Incident Command Post.
- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower.**

During Event:

- ☐ **Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower.**

During Event:

- ☐ **Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the Crisis Response Team for psychological staff and student needs
- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in

CISM from the Crisis Response Team.

- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Command Post.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
 - As soon as possible, **notify Operations Chief**, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.
 - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- ☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- ☐ Keep Operations Chief informed of overall status.
- ☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

- ☐ Stay alert for communicable diseases and isolate appropriately.

After:

- ☐ Conduct a Critical Incident Stress Debriefing for staff.

DRAFT

Section: Operations

Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing

Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies (See Section Five)
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from health office
- ☐ Forms: Notice of First Aid Care Given Form , First Aid & Medical Treatment Victim Log
- ☐ **Start-Up Activities:**
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given.**
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- ☐ Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.

- ☐ Second member records information on triage tag and treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

DRAFT

Section: Operations

Position: Assembly Area

Reports to: Operations Chief

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: Operations

Position: Request Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff

- files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "**Sent with Runner.**"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "**Absent**" if student was never in school that day.
- ☐ "**First Aid**" if student is in First Aid & Medical Treatment Area.
- ☐ "**Missing**" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations

Position: Release Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "**Sent with Runner.**"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "**Absent**" if student was never in school that day.
- ☐ "**First Aid**" if student is in First Aid & Medical Treatment Area.
- ☐ "**Missing**" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing,

walk available students to Release Gate before returning “Missing” forms to Incident Command Post for verification.

- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

DRAFT

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Forms:
 - Position Log

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan

Section: Planning & Intelligence

Position: Documentation

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
 - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: Planning & Intelligence

Position: Situation Analysis

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Incident Command Post to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics

Position: Logistics Chief

Reports to: Incident Commander

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored.
- ☐ Forms:
 - Status Report
 - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Section: Logistics

Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

**Special
Equipment:**

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration

Position: Finance & Administration Chief

Reports to: **Incident Commander**

Staffing

Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special

Equipment:

☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Grossmont Secondary School

Resource Center Safety Ambassadors Responsibilities

The designated safety leaders are responsible for planning and implementation at the resource center level. Resource Center Representatives will meet with their colleagues to discuss safety and training which will include:

- ✓ Monitor compliance of safety drills
- ✓ Ensure safety supplies are located in designated area and replenished.
- ✓ Assign colleagues with specific duties prior to an event of an emergency
- ✓ Meet with new resource center staff within 30 days
- ✓ Update RC Exit Plan when necessary
- ✓ Discuss safety when appropriate at monthly resource center meetings
- ✓ Review and sign off on monthly Fire Extinguisher Inspection

Resource Center	Safety Ambassador
El Cajon	Kelli Schledewitz
La Mesa	David Goyette
Paradise Valley	Ellie Hanna

4-Year Projected Operational Budget (2017-2018, 2018-2019, 2019-2020, 2020-2021)

Appendix I

Grossmont Secondary School

Multi-Year Operational Budget FY 2017-18 to FY 2020-21

REVENUES

DESCRIPTION	ACCOUNT CODES		2017-2018	2018-2019	2019-2020	2020-2021
LCFF SOURCES						
State Aid	8011	+	\$ 1,635,638.00	\$ 1,953,954.00	\$ 2,440,681.00	\$ 2,700,328.00
Education Protection Account	8012	+	64,800.00	73,800.00	-	
In Lieu of Property Taxes	8096	+	1,369,159.00	1,559,320.00	1,787,513.00	1,977,674.00
TOTAL LCFF SOURCES		=	\$ 3,069,597.00	\$ 3,587,074.00	\$ 4,228,194.00	\$ 4,678,002.00
FEDERAL REVENUES						
Federal IDEA	8181	+	\$ -	\$ 40,500.00	\$ 46,125.00	\$ 52,875.00
TOTAL FEDERAL REVENUES		=	\$ -	\$ 40,500.00	\$ 46,125.00	\$ 52,875.00
OTHER STATE REVENUES						
Mandate Block Grant	8550	+	\$ -	\$ 12,978.00	\$ 14,767.00	\$ 16,934.00
State Lottery Revenue - Unrestricted	8560	+	47,377.00	53,957.00	61,853.00	68,433.00
State Lottery Revenue - Instructional Materials	8560	+	13,875.00	15,802.00	18,114.00	20,041.00
Special Education	8792	+	161,352.00	185,607.00	212,769.00	235,404.00
TOTAL OTHER STATE REVENUES		=	\$ 222,604.00	\$ 268,344.00	\$ 307,503.00	\$ 340,812.00
OTHER LOCAL REVENUES						
Interest Income	8660	+	\$ 500.00	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00
TOTAL LOCAL REVENUES		=	\$ 500.00	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00
TOTAL REVENUES			\$ 3,292,701.00	\$ 3,896,918.00	\$ 4,583,322.00	\$ 5,073,689.00

Grossmont

Secondary School

Multi-Year Operational Budget FY 2017-18 to FY 2020-21

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		2017-2018	2018-2019	2019-2020	2020-2021
CERTIFICATED SALARIES						
Teachers' Salaries	1100	+	\$ 1,161,349.00	\$ 1,328,915.00	\$ 1,652,465.00	\$ 1,792,481.00
Certificated Pupil Support Salaries	1200	+	78,624.00	79,892.00	80,183.00	86,348.00
Certificated Supervisor & Adm. Salaries	1300	+	104,300.00	107,261.00	110,340.00	113,548.00
Other Certificated Salaries	1900	+	76,280.00	78,194.00	80,110.00	82,080.00
TOTAL CERTIFICATED SALARIES		=	1,420,553.00	\$ 1,594,262.00	\$ 1,923,098.00	\$ 2,074,457.00
CLASSIFIED SALARIES						
Instructional Aide's Salaries	2100	+	\$ 194,475.00	\$ 239,619.00	\$ 289,051.00	\$ 326,769.00
Clerical, Technical and Office Salaries	2400	+	95,280.00	100,051.00	105,040.00	110,293.00
TOTAL CLASSIFIED SALARIES		=	\$ 289,755.00	\$ 339,670.00	\$ 394,091.00	\$ 437,062.00
EMPLOYEE BENEFITS						
STRS Retirement	3100	+	\$ 204,986.00	\$ 259,546.00	\$ 348,657.00	\$ 396,221.00
PERS Retirement	3200	+	44,912.00	58,084.00	73,301.00	86,538.00
Social Security/Medicare	3300	+	42,942.00	49,302.00	58,257.00	63,758.00
Health and Welfare	3400	+	285,907.00	419,925.00	428,861.00	509,272.00
Unemployment Insurance	3500	+	855.00	967.00	1,159.00	1,256.00
Workers Compensation	3600	+	34,622.00	39,150.00	46,886.00	50,818.00
TOTAL EMPLOYEE BENEFITS		=	\$ 614,224.00	\$ 826,974.00	\$ 957,121.00	\$ 1,107,863.00
TOTAL PERSONNEL COST			\$ 2,324,532.00	\$ 2,760,906.00	\$ 3,274,310.00	\$ 3,619,382.00

Grossmont Secondary School

Multi-Year Operational Budget FY 2017-18 to FY 2020-21

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		2017-2018	2018-2019	2019-2020	2020-2021
BOOKS AND SUPPLIES						
Textbooks	4100	+	\$ 66,000.00	\$ 69,000.00	\$ 72,000.00	\$ 84,000.00
Books other than Textbooks	4200	+	28,000.00	36,000.00	46,678.00	54,000.00
Instructional Materials and Supplies	4300	+	121,378.00	159,866.00	171,540.00	213,058.00
Noncapitalized Equipment	4400	+	38,400.00	39,600.00	40,000.00	42,000.00
TOTAL BOOKS AND SUPPLIES		=	\$ 253,778.00	\$ 304,466.00	\$ 330,218.00	\$ 393,058.00
SERVICES AND OTHER OPERATING EXPENSES						
Travel and Conference	5200	+	\$ 17,179.00	\$ 20,697.00	\$ 21,846.00	\$ 32,588.00
Dues and Memberships	5300	+	5,328.00	5,488.00	5,753.00	6,526.00
Liability Insurance	5400	+	11,962.00	12,321.00	12,691.00	13,071.00
Operations and Housekeeping Services	5500	+	57,130.00	58,844.00	63,421.00	72,099.00
Rental, Leases & Repairs	5600	+	168,855.00	175,990.00	180,971.00	187,540.00
Prof/Consulting Services/Oper. Expenses	5800	+	275,566.00	348,998.00	446,394.00	476,822.00
Communication	5900	+	7,424.00	8,050.00	12,240.00	12,607.00
TOTAL SERVICES AND OTHER OPERATING EXPENSES		=	\$ 543,444.00	\$ 630,388.00	\$ 743,316.00	\$ 801,253.00
CAPITAL OUTLAY						
Depreciation - Equipment	6900	+	6,312.00	6,312.00	6,312.00	6,312.00
TOTAL CAPITAL OUTLAY		=	\$ 6,312.00	\$ 6,312.00	\$ 6,312.00	\$ 6,312.00
RESERVES						
Operation Reserve (Non-Payroll Exp.)	9730	+	\$ 82,317.00	\$ 97,423.00	\$ 114,582.00	\$ 126,842.00
Reserve for Economic Uncertainties	9770	+	82,317.00	97,423.00	114,582.00	126,842.00
TOTAL RESERVES		=	\$ 164,635.00	\$ 194,846.00	\$ 229,166.00	\$ 253,684.00
			5.00%	5.00%	5.00%	5.00%
TOTAL EXPENDITURES			\$ 3,292,701.00	\$ 3,896,918.00	\$ 4,583,322.00	\$ 5,073,689.00

Assumptions for the 4-year Projected

Appendix J

Grossmont Secondary School

Assumptions for Projected Multiyear Budgets FY 2017-18 to FY 2020-21

Grossmont Secondary School (GSS) is an independent study program. GSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum number of days applicable to the grade level or program unless exempted.

Apportionment credit for independent study program like GSS is based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year; 375 minutes per day and 65,625 minutes annually. Grossmont Secondary School is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California has implemented a new way of funding public schools, including charter schools, called **Local Control Funding Formula (LCFF)**. The LCFF will be phased in over an estimated eight years.

LCFF was approved by the California Legislature and Governor Brown in June 2013, and is effective beginning FY 2013-14. The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth or any combination of these factors (unduplicated count).
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of an LEA's enrollment.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop, adopt, and annually update a three-year **Local Control and Accountability Plan (LCAP)** beginning on July 1, 2014 using a State Board adopted LCAP template, that will better align the academic plan with their expenditure plan.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals:

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard - 2016-17 Adopted State Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build GSS's Multiyear Budgets.

Table #1

FUNDING FOR MULTIYEAR PROJECTED OPERATIONAL BUDGETS				
DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Grades 7-8 Base Grant	\$7,485	\$7,666	\$7,871	\$7,871
Grades 9-12 Base Grant	\$8,673	\$8,883	\$9,120	\$9,120
Estimated COLA	1.11.%	2.42%	2.67%	0.00%
Estimated GAP Funding Percentage (SSC Rates)	19.30%	34.25%	36.74%	0.00%
GSS's Projected Unduplicated Pupil Percentage	58.06%	58.05%	58.06%	58.07%
Grossmont Union High School District's Unduplicated Pupil Percentage	58.16%	58.16%	58.16%	58.16%

ENROLLMENT AND ADA PROJECTIONS:

Table #2

DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Projected Enrollment:				
Grades 7-8	25	29	33	36
Grades 9-12	335	381	437	484

Total Projected Enrollment	360	410	470	520
Total Projected P-2 ADA	324	369	423	468

REVENUE PROJECTIONS:

Table #3

DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
LCFF Sources	\$3,069,597	\$3,587,074	\$4,228,194	\$4,678,002
Federal IDEA Revenues		40,500	46,125	52,875
Lottery Revenues	61,252	69,759	79,967	88,474
Other State Revenues	161,352	198,585	227,536	252,338
Other Local Revenues	500	1,000	1,500	2,000
Total Projected Revenues	\$3,292,701	\$3,896,918	\$4,583,322	\$5,073,689

- **In Lieu of Property Tax** is projected at \$4,225.80 per ADA based on the actual P-2 rate for FY 2015-16 for Grossmont Union High School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general purpose state aid funding for funds received through the EPA.
- **Lottery revenues** are projected based on estimated CY P-2 ADA adjusted by the statewide average excused absence factor of 1.04446. Rates used are based on SSC's latest estimates: \$41 for Prop 20 (Lottery Restricted); \$140 for Non-Prop 20 (Lottery Unrestricted).
- **Special Education funds** are based on the preliminary projections of El Dorado SELPA for FY 2016-17. **State revenues** are projected at \$503 per estimated CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per Prior Year (PY) P-2 ADA.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate

block grant funding or to submit a claim for the actual costs with the State Controller's Office. GSS will choose to receive the block grant which is based on PY P-2 ADA with funding rates of \$14 for Grades K-8 and \$42 for Grades 9-12.

BUDGETED FULL-TIME EQUIVALENT (FTE) FACULTY:

Table #4

POSITIONS	OBJECT CODE	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Teachers (Gen. Ed & Special Ed)*	1100	15.00	17.50	20.00	22.50
Cert. Pupil Support (Counselor, Nurse)	1200	1.00	1.00	1.00	1.00
Cert. Supervisor & Administrator	1300	1.00	1.00	1.00	1.00
Other Certificated (CTR)	1900	3.00	3.00	3.00	3.00
Instructional Aide & Special Ed	2100	11.625	14.00	16.50	18.50
Clerical, Technical & Office Staff	2400	2.00	2.00	2.00	2.00
Total FTE Positions Budgeted		33.625	38.50	43.50	48.00

- FTE positions for General Ed teachers are calculated at 1 FTE for every 25 ADA and Special Ed is at 1 Special Ed Resource Specialist for every 28 caseload, to ensure compliance with Special Ed regulations. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For the multiyear budget projections, Special Ed population is estimated at 17%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table #5

DESCRIPTION	OBJECT CODE	CERTIFICATED	CLASSIFIED
STRS (Teachers Retirement)	3111-3112	Refer to Table #6	
PERS (Classified Retirement)	3211-3212		Refer to Table #6
OASDI (Social Security)	3311-3312		6.20%
MEDICARE	3321-3322	1.45%	1.45%
Health & Welfare – Self-Insured Plan <u>Monthly Rates</u>	3401-3402		
- Medical \$1,300			
- Dental \$150			
- Vision \$27			
- Life Ins. \$10			

State Unemployment Insurance	3501-3601	0.05%	0.05%
Worker Compensation Insurance	3601-3602	2.01%	2.01%

CalSTRS and CalPERS RATES:

Table #6:

DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
CalSTRS	14.43%	16.28%	18.13%	19.10%
CalPERS	15.50%	17.10%	18.60%	19.80%

MARKETING

GSS will deploy an integrated marketing plan to support organizational growth. To reach the school's target audience, messaging will be tailored for the following media: Television, Billboards, Street Posters, Postcards, Email, Mobile and Facebook Ads. The school has allocated 2% for FY 17-18 and 3% for FY 18-19 to FY 20-21 of its total budget for marketing expenses.

Table #7:

DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Marketing Expenses	\$65,854	\$116,908	\$137,500	\$152,211

RESERVES:

GSS has allocated reserves of 5% of the total revenues for FY 2017-18 to FY 2020-21.

Table #8:

DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Reserves	\$164,635	\$194,846	\$229,166	\$253,684

FACILITIES

GSS has budgeted the following amounts for the lease of its three (3) resource centers.

Table #9:

DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
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Facility Leases	\$141,876	\$148,202	\$154,130	\$160,295
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DISTRICT OVERSIGHT FEES

GSS will pay its authorizing District (Grossmont Union High School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – State Aid
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid – Prior Year
- Object Code 8019 - EPA – Prior Year
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Table #10:

DESCRIPTION	FY 17-18	FY 18-19	FY 19-20	FY 20-21
1% Oversight Fees	\$30,696	\$35,871	\$42,282	\$46,780

4-Year Cash Flow (2017-2018, 2018-2019, 2019-2020, 2020-2021)

Appendix K

Teacher Signatures

Appendix L

Signature Page for Teachers – Grossmont Secondary School




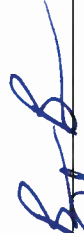



We the undersigned believe that the attached charter for the creation of the Grossmont Secondary School (the “Charter School”) merits consideration and hereby petition the governing board of the Grossmont Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Wade Aschbrenner Signature Date 9/1/16

The petitioners recognize Wade Aschbrenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Grossmont Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Ellie Hanna		9/1/16	Social Studies	(937) 470-5116
Alva V. Marron		09/01/2016	Single Subject Mathematics	(619) 587-4894
M. Ramirez		9/1/16	Social Science	(858) 688-2322
Baptiste Bucher		9/1/16	Soc. Studies	(302) 841-7280
Cathy Macias		9/1/16	M. Subject	(619) 757-9310
Michael Hanna		9/1/16	Single Sub. Social Science	(818) 602-8000
Reeni Tibungay		9/1/16	Ed Specialist	619.796.1581

Signature Page for Teachers – Grossmont Secondary School

We the undersigned believe that the attached charter for the creation of the Grossmont Secondary School (the “Charter School”) merits consideration and hereby petition the governing board of the Grossmont Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:







Wade Aschbrenner
Name: WADE ASCHBRENNER

Wade Aschbrenner
Signature

9/1/16
Date

The petitioners recognize Wade Aschbrenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Grossmont Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
LAUREN LONKREY		9/1/16	Multiple Subject Education Specialist	619.504.0756
Kelli Schledewitz		9/1/2016	Single Subject Credential: English	(858) 525-5265
Ivy Koehler		9/1/2016	SS – Biology	(619) 449-6154
Ciel Major		9/1/16	Multiple Subject - K-8 Single Subject - English	(619) 851-4818
Shawn McCarthy		9/1/16	Single Sub - S.C. Studies	(619) 884-8284
CHARLYN J. KELLY		9/1/16	MULT. SUBJECT	(619) 252-3475

Grossmont Secondary School Development Team Resumes

Appendix M

MARY SEARCY BIXBY

216 Minot Avenue • Chula Vista CA 91910

858-678-2020 (voice) • 858-552-6660 (fax) • mbixby@audiocharterschool.net

CURRENT POSITION

President of the Board of Directors

Altus - Audeo Charter School

10170 Huennekens Street, San Diego, CA 92121

Telephone Number: 858-678-2050

mbixby@audiocharterschool.net

ADMINISTRATIVE EXPERIENCE

President of the Board: July of 2001 to date
Audeo Charter School

As President, I participate in the formulation of the School's general policy and programs, and the President presides over the Board of Directors' meetings.

The President plans and directs all aspects of Audeo's policies, objectives, and initiatives. I am responsible for the short- and long-term objectives, growth and strategic plans of Audeo. As an educational expert, I rely on extensive experience and judgment to plan and accomplish goals. The President directs and allocates total organization resources toward the attainment of Audeo's objectives and goals. A wide degree of creativity and latitude is expected. The President represents the final authority on organization policy.

Audeo Charter School operates under the general direction of the Board of Directors within the policies and procedures established by the Articles of Incorporation, Bylaws, Resolutions, and Guidelines duly adopted and consistent with applicable federal, state and local laws. The President serves as the principal advisor to the Board of Directors and is responsible for providing overall direction and administration of the Corporation and the School.

Executive Director: 1993 – June of 2003
The Charter School of San Diego
San Diego, California

The Executive Director is specifically responsible for the following job functions:

- Facilitating the strategic plan adopted by the Board of Directors
- Communicating the work of the School to the Board of Directors to the San Diego Unified School District and the community at large.

- Establishing the basic plans and procedures to ensure that the direction of implementation of the CSSD strategic plan is carried out in a cost effective and efficient manner.
- Increasing the awareness throughout the community of the value of educational options
- Representing the Board of Directors, as the founder of the School, in activities relating to public relations that might benefit the Corporation in their mission to improve public education.
- Partnering with other organizations to enhance the effectiveness of grant making and programs meeting the needs of the community.
- Being actively involved and informed in the design and development of legislation relating to the function of corporations, educational procedure, assessment and accountability, and all other statute or regulation affecting the operation of CSSD.
- Overseeing the recruitment of competent staff that meet State requirements for instructors and fulfills the staff plan created to assure standards based instruction focused on the needs of students.
- Assures the implementation prescribed by the “No Child Left Behind Act”.
- Participating in the selection, training, and evaluation of staff to enhance their skills, improve performance, providing satisfaction and harmony within the School.
- Assigns and coordinates the administrative team in their implementation of plans specifically developed to meet the expectations for their divisions.
- Facilitates the fostering of leadership in all staff members and most specifically in those identified as having management potential.
- Assuring that policies relating to employee compensation and benefits are administered in a cost effective manner that assures legal compliance for the Corporation.
- Takes the actions necessary to generate a secure sprit of confidence and trust in the employees.
- Deals with issues relating to staff discipline, safety, security, and legal compliance.
- Regulates systems designed to assure that necessary filings for Federal, state and local agencies are met in a timely fashion.
- Monitors all instructional outcomes and programs to assure that student needs are being met.
- Certifies all testing and assessment.

- Reviews all purchases to assure that Corporation resources are being spent on materials that benefit student learning.
- Assures that the purchase and dissemination of all instructional materials are managed in a way which is instructionally effective
- Regularly reviews all components of the course of study to assure that they are consistent and clear and meet the expectations of the Board of Directors, San Diego City Schools, and the California State Department of Education.
- Coordinates staff and resource personnel in the activities relating to the leasing of property used by the Corporation in transacting its business.
- Enforces the guidelines for CSSD classrooms which include: attractive settings conducive to learning, use of space, application of technology, cleanliness, and safety.
- Oversees all parent activities and assures that classroom teacher and parent communications are positive, regular, and centered on the improvement of student outcomes.
- Guides staff in the operation of structures which utilizes a collaborative model in the development of process and procedure which assures quality instruction and corporate operation and function
- Keeps abreast of new educational initiatives and actively works to contribute to educational reform efforts as they may relate to the School.
- Actively works to create and fund new programs, which move the Student Success Programs vision of educational reform forward by further meeting student needs.
- Directing activities necessary to the well being of the School to include charter renewal activities, accreditation, and the execution of plans relating to growth.
- Oversees the design and implementation of marketing strategies created to assure the delivery of services to the target audiences most in need of high quality educational options.
- Reviewing and approving all marketing materials used to support the growth and development of the School.
- Working to ensure the integrity of all aspects of the Corporations activities.
- Overseeing the preparing of the annual budget and revenue performance estimates for the organization.
- Assuring that all financial documents are auditable and compliant with federal, state, and local regulation.
- Executing grant funding in a manner which meets expectations for all instructional, operational, and financial outcomes.

- Assurance that the process for monitoring all fiscal resources for the School is regularly inventoried, maintained, formally auditable, and compliant with GASB regulation.
- Oversees a high quality employee payroll function, standard fiscal reporting, STRS and PERS administration, and the appropriate record keeping necessary for strong documentation.
- Other duties as assigned by the Board of Directors.

RELATED PROFESSIONAL ACTIVITIES

Audeo Charter School, Chairman of the Board, 2000 – Present

Mirus Secondary School, Chairman of the Board. 2007 - Present

TEACHING EXPERIENCE

Southwestern College, Chula Vista, California

St. Rose of Lima Catholic School, Chula Vista, California

St. Charles Catholic School, Chula Vista, California

EDUCATION

University of San Diego, San Diego, CA

University of San Diego, San Diego, CA

University of San Diego, San Diego, CA

Doctoral Study

MA in Curriculum and Instruction

B.A. with major in English

JANE D. GAWRONSKI, Ph.D.

4867 Coronado Avenue • San Diego CA 92107
619-224-1280 (voice) • 619-224-1281 (fax) • jgawronski@earthlink.net

CURRENT POSITION

Director of Assessment and Outreach
Center for Research in Mathematics and Science Education
Professional Development Collaborative
6475 Alvarado Road Suite 206
San Diego, CA 92120
jgawronski@projects.sdsu.edu

And

Executive Director, Foundation for the Improvement of Mathematics and Science Education
San Diego State University Research Foundation

ADMINISTRATIVE EXPERIENCE

Superintendent: 1990 - 1998

Escondido Union High School District
California Superintendent of the Year, 1997

Chief Executive Officer for 7,600 high school students and 17,000 adults with three comprehensive high schools, a continuation high school, an independent study high school, a Charter High School and an Adult Education program. Drop out rate decreased from 6.5% in 1990 to 2.95% in 1998, Advanced Placement course offerings and student participation increased and summer school enrollment increased by 73.5%. Construction included maintenance and operations facility, adult school offices, and a retrofit of a restaurant and strip shopping center purchased from RTC for a District Service Center. A general obligation bond election for \$43M passed with 71% approval to build a fourth comprehensive high school and to modernize the existing schools.

Superintendent: 1987 - 1990

West Covina Unified School District, West Covina, CA

Developed and implemented a Fiscal Recovery Plan to repay \$4.3M emergency appropriation from the State; implemented a school consolidation plan that closed a high school, two intermediate schools and one elementary school; negotiated sale of two surplus school sites; surveyed community and staff to assess school effectiveness; implemented instructional dean and grade level coordinator organizational structure at the consolidated high school, opened a new middle school on the site of the closed high school, developed and implemented a district mission statement with staff and community assistance.

Assistant Superintendent: 1982 - 1987

Educational Programs and Services
Walnut Valley Unified School District, Walnut, CA

Director: 1979 - 1982

Planning, Research and Evaluation

Resume - Jane D. Gawronski, Ph.D. - Page 2

San Diego County Department of Education

Coordinator: 1974 – 1979 K-14

Instructional Management; Computer Applications; Mathematics

San Diego County Department of Education

Curriculum Specialist, Mathematics: 1971 - 1974 K-12

Minneapolis Public Schools/University of Minnesota; Teacher Center

COMMUNITY ACTIVITY HIGHLIGHTS

Ocean Beach Planning Board: Secretary, 2004 - present

Ocean Beach Town Council: Member, Vice President–Membership, Liaison to Main Street Association, President, Past President, 1998 – present

San Diego Dialogue Partner for K-12 School Reform: Member, 1998 – Present

Escondido Chamber of Commerce: Member, Vice Chairperson for Special Events, Chairperson, 1991 – 1998

United Way North County Advisory Board: Member, Capital Campaign, Nominating Committee, 1992 – 1997

Palomar-Pomerado Health System Community Health Care Advisory Council: Member, 1992 - 1998

RELATED PROFESSIONAL ACTIVITIES

Charter School San Diego, Board of Directors, 2004 – Present

Audeo Charter School, Board of Directors, 2001 – Present

Administrators' Association San Diego City Schools, Executive Director, 1998 - 99

National Mathematics Initiative Assessment Advisory Group member, 1997 - 1998

Policy Board, Advancement Via Individual Determination; San Diego County; 1994 -1998.

Chairperson, San Diego County Scholastic Aptitude Test Task Force; 1994.

Chairperson, External Assessment Working Group, Assessment STANDARDS, National Council of Teachers of Mathematics; 1993-95

Study Group Member, Measuring What Counts, Mathematical Sciences Education Board; 1993

Advisory Board Member, Maths in Context: A Connected Curriculum for Grades 5-8 Project, NSF project, University of Wisconsin; 1990-93

Member, Program Effectiveness Panel, U. S. Department of Education, Washington, D. C.; 1990-95.

Member of California State University Fullerton Educational Administrators Advisory Board; 1987-90

Member of Board of Advisors, California State Polytechnic University Center for Science and Mathematics Education; 1986 - 1990

Chairperson, U. S. Office of Education Office of Educational Research and Information panel to recommend site for National Center for Technology in Education, June, 1988; Washington D.C.

Chairperson, U. S. Office of Education, Office of Educational Research and Information, Panel to Recommend Site for National Center for Mathematics Education; Washington, D.C.: July 1987

Board Member, EXCEL (An Education Leadership Training Program funded by the David and Lucille Packard Foundation), Santa Clara County Office; 1984 - 88

Resume - Jane D. Gawronski, Ph.D. - Page 3

Panel reviewer and proposal reader for the National Institute of Education, "Using Research Knowledge to Improve Teacher Education"; Washington, D.C.; July 1985

Advisory Board Member, Investigations in Mathematics Education (IME); 1978 - 81

Member, Calculators/Computers Board of Editorial Advisors; 1978 - 79

Member, Basic Skills in Mathematics Task Force; National Institute of Education, 1976

TEACHING EXPERIENCE

Point Loma Nazarene University, San Diego, 1992-2000

Hamline University, St. Paul, Minnesota, 1971

University of Minnesota, Minneapolis, Minnesota, 1970-71

Marshall-University High School, Minneapolis, Minnesota 1968-70

South Hadley Senior High School, South Hadley, Massachusetts 1966-68

Lebanon Junior High School, Lebanon, New Hampshire 1964-66

Cardigan Mountain School (summers), Canaan, New Hampshire 1965-66

EDUCATION

University of Minnesota	Ph.D.	Mathematics Education
University of Idaho	M.Ed.	Secondary Education
State College at Boston	B.S.	Education - Mathematics

SELECTED PUBLICATIONS

Gawronski, J.D. editor, et al, Mathematics Assessment Sampler Grades 3 – 5, National Council of Teachers of Mathematics, Reston, Virginia, 2005

Gawronski, J.D., et al, ASSESSMENT STANDARDS for School Mathematics, National Council of Teachers of Mathematics, Reston, Virginia, 1995

Gawronski, J. D., "National Assessment: Ready or Not," Thrust, Association of California School Administrators, November, 1991

Gawronski, J. D., "One Point of View; Great Theory; Why Little Impact?"

Arithmetic Teacher, January 1987

Gawronski, J. D., et al, Professional Development for Teachers of Mathematics: A Handbook, National Council of Teachers of Mathematics, 1986

Gawronski, J. D. and T. Grady (Editors), Computers in Curriculum and Instruction, Associations for Supervision and Curriculum Development, 1983

Gawronski, J. D. and C. E. West, Computer Literacy Update

Association for Supervision and Curriculum Development, 1982

Gawronski, J. D. and J. Price (co-editors), Changing School Mathematics- A Responsive Process, National Council of Teachers of Mathematics, Reston, Virginia, 1981

LEENDERT “LEN” R. HERING SR. RADM, USN (ret)

1177 Carlos Canyon Dr., Chula Vista, CA 91910, 619-216-4778 (H), LRHering@aol.com

SUMMARY: A highly skilled, fiscally responsible, politically savvy leader and manager; with more than 15 years of senior level management experience. An excellent communicator; integrates diverse functions and organizations that result in a sustainable business environment. Strong community advocate with a proven track record of success.

Key Attributes:

- Strategic Planner
- Proven Leader
- Innovator
- Analyst
- Financial Manager
- Communicator

ACCOMPLISHMENTS

Strategic Planner: Responsible for the development of the Navy’s first Regional Shore Installation Strategic Plan which ultimately became the prototype for the Navy’s enterprise approach to facilities modeling and service delivery. This effort now serves as the basis for the Chief of Naval Operations Shore Vision 2035. Supervised the development of the University of San Diego’s (USD) next master plan for recapitalization and development. Successfully restructured one of California’s premier Sustainability companies for future success in a vastly changing market place. Executed more than \$75M in business, a 10 % increase from the previous year.

Proven Leader: Led organizations ranging from small work groups to large multi-discipline staffs with a tremendously diverse employee base represented by 33 different collective bargaining units. As the “Navy’s Mayor” managed a \$1.4B a year organization comprised of 10 major installations, hundreds of tenants and more than 12,000 personnel. Recognized in the White House for Leadership in Energy Management, Selected as one of San Diego’s Top 100 Influentials in 2006 & again in 07, chosen as San Diego’s Deal Maker of the Year for 2008, recognized as San Diego’s 2008 winner of the Spirit of San Diego Award, and selected as one of San Diego’s Top 50 Influentials in 2013. In just less than 2 years led USD in being recognized as one of San Diego’s top environmental superstars placing them on the national scene for being the largest PV provider of any private university in the country, saving more \$1.8M in energy costs and more than 3M gallons of water. Doubled the size and revenue of the Center for Sustainable Energy in just under 3 years.

Innovator: Transformed a \$1.4B organization from a fiscally irresponsible short-term focus and wasteful budgetary consumer to a six year strategically focused, risk based, metric driven business. Instituted numerous sustainable program initiatives that have resulted in the savings of tens of millions of taxpayer dollars without mission impact. Many of these initiatives are now Navy-wide standards. Led a successful effort to reorganize USD’s Administration in helping to reduce tuition costs and overall operating expenses.

Analyst: A data-focused, knowledge management conscientious business leader who has motivated and required a complex multi-disciplined service-based organization in the practice of understanding the critical importance of having a well-developed plan that is risk-based, metric-driven and sustainable. A Lean Six Sigma champion. Conducted more than 50 process mapping events in the last 15 years to improve efficiency and achieve employee buy-in.

Financial Manager: Successfully managed a \$1.4 billion budget annually. Effectively improved financial business acumen within a large organization that by habit never accounted for costs or understood the need to manage them. These practices allowed the Region to prepare for and function in a significantly constrained budget, without canceling contracts, lay offs or mission impacts. Developed and successfully executed a departmental budget at USD, a non-profit institution, which increased basic service levels and resulted in the highest annual savings in more than 5 years. Successfully managed the recovery of a non-profit from near crisis to a revenue neutral situation and now revenue positive position.

Champion Communicator: Provided more than 100 public lectures on Climate Change and the threat to National Security. Extensive experience in developing and presenting executive level briefings to senior level management and stakeholders. In the past 10 years I have presented hundreds of speeches to state and local civic groups and organizations including the commencement address at Maritime in 2009 and Devry University in 2014. Currently teach Business Leadership and Ethics at both the undergraduate and graduate level at Devry and Keller University. Have guest lectured at UCSD at least once every semester since 2009. Recognized as Ethics Instructor of the year while serving at the U.S. Naval Academy. Identified as one of the best presenters at the Navy's Core Business Course at Naval Post Graduate School.

WORK HISTORY

Executive Director, Center for Sustainable Energy, San Diego CA. 2012- present

The Center for Sustainable Energy (CCSE) is an atypical nonprofit organization of nearly 130 employees in three different locations within CA and two states dedicated to creating change for a clean energy future. The Executive director is responsible for the effective and efficient management of the organizations mission to promote and advocate for future programs focused on energy efficiency, renewable energy, education and clean transportation. Last year the firm was directly responsible for the administration of more than \$75M in customer rebates from a wide array of federal, state and local rate payer incentive programs.

Visiting Professor, Devry and Keller University 2013-present

Teaching classes in Business Leadership and Ethics, Management and Organizational Behavior and World History Post 1945 at both the Graduate and Under-graduate level.

Vice President, Business Services & Administration, University of San Diego, San Diego CA 2009-2012

Responsible for the management of the entire range of business services across campus. Oversaw a division of more than 350 administrators and staff. Managed a wide variety of operational and policy issues including comprehensive systems analysis, budgets, security and safety, campus planning, sustainability, contract services, acquiring and providing goods and services, executing professional service agreements, compensation matters in benefits, retirement and salaries, administration and facilities management systems and internal audit.

Commander, Navy Region Southwest, San Diego, CA 2005-2009

Responsible for all infrastructure and 32 different lines of base operating support for the Navy within the states of CA, AZ, NV, NM, UT and CO. A \$1.4B combined budget with more than 12K employees. Additional duties included those as Department of Defense Regional Environmental Coordinator for Region IX.

Commander, Navy Region Northwest, Bangor, WA**2002-2005**

Responsible for all infrastructure and 28 different lines of base operating support for the Navy within the states of WA, OR, ID, MO and AK. An \$800M combined budget with more than 5K employees.

Commander, Naval Surface Group Pacific Northwest, Everett, WA**2002-2005**

Responsible for the manning, training and equipping of all 10 of the Navy's west coast logistics support ships. Served as the Task Force Commander responsible to the US Third Fleet for scheduling and delivery of all logistics within the fleet's Pacific theater of operations. Managed a \$400M maintenance budget and a \$60M operating budget.

Commander, Naval Base San Diego, San Diego, CA**1999-2002**

Responsible for maintaining and operating the largest surface ship support facility on the west coast. Received numerous Department of the Navy awards in facilities management and environmental protection. Additional duties included Regional Port Operations Program Manager, the first regionally run program of its type in the Navy. Effectively managing the support to the Navy's largest fleet concentration area in the world.

Battalion Officer, U.S. Naval Academy, Annapolis MD**1998-1999**

Responsible for maintaining good order and discipline while serving as a roll model to Naval Midshipman. Additionally taught Ethics to juniors as well as Leadership and Surface Ship Operations to seniors. Recognized as the 1999 Ethics Department Instructor of the Year. Served as a member of the Admissions Board and Academic Review Board.

Previous work assignments include: Commanding Officer of two ships, the first as a very junior officer years ahead of my peers, the second deployed as a member of the USS Vinson Aircraft Carrier Battle Group during Operation Desert Strike. Both ships were recognized by superiors for battle readiness with the coveted "Battle E" award. Served on the Joint Staff as an action officer responsible for daily operations in the Pacific theater. Selected as Joint Staff Action Officer of the Year. Responsible for preparing and briefing programs and incidents to the Chairman of the Joint Chiefs and the White House when required. Served as Aide and Administrative Assistant to the Deputy Chief of Naval Operations for Naval Warfare where I was exposed to all levels of senior political decision making.

Education: M.S. Management, Salve Regina University

M.S. Strategic Studies and International Relations, Naval War College

B.S. Meteorology and Oceanography, SUNY Maritime College

Affiliations: Rotary International (Paul Harris Fellow)

Tri-West Healthcare Alliance (Past Executive Advisory Board)

Altus San Diego Charter Schools Board of Directors (Chairman SDCS)

California Center for Sustainable Energy (Past Board of Directors)

Surface Navy Association

Navy League of San Diego

Boy Scouts of America (Board of Directors)

Enviropel Energy Inc. (Board of Directors)

Center for Veteran Workforce Development (Past Board of Directors)

Armed Services YMCA (Board of Directors, 1st VP)

San Diego Military Affairs Committee (Board of Advisors)
Military Child Education Coalition (Past National Board Member)

Awards: 05' Presidential Award for Leadership in Federal Energy Management
06' & 07' San Diego's Top 100 Influentials
06' Community Sustainability Award, California Manufactures & Technology
Association and Industrial Environmental Association
08' San Diego's Deal Maker of the Year
08' Spirit of San Diego Award
08' & 09' City of San Diego Recycler of the Year
10' American Lung Association Climate Champion Award
10' Energy All-Star Award, Outstanding Sustainable Organization, CCSE
13' San Diego's Top 50 Influentials
13' National Bio-diesel Board Inspiration Award

Rosalina “Lynne” H. Alipio
10164 California Waters Drive
Spring Valley, California 91977
Telephone No. (619) 670-9664

SUMMARY OF QUALIFICATIONS

- Holder of a graduate degree in MBA in Management Accounting
- Holder of a college degree in BSBA, major in Accounting, minor in Finance
- Practiced Accounting and Auditing for over 32 years
- Effective communicator (Bilingual)
- Well versed with Generally Accepted Accounting Principles and Generally Accepted Auditing Principles
- Proficient in developing and implementing accounting systems and procedures
- Proficient in the use of main frame and personal computers
- Extensive experience in planning, organizing, evaluating and following-up varied responsibilities in a complete timely manner
- Extensive experience in the performance of difficult, complex and critical financial analyses and reporting of revenue and expenditures for special projects
- Record of conscientious applications, reliability and loyalty in past positions
- Extensive experience in preparing and analyzing financial statements and comprehensive accounting reports
- Adaptable and easily develop rapport with people

CORE COMPETENCIES AS A CHIEF BUSINESS OFFICER

- Reports directly to the President and CEO and serve as a key member of the senior leadership team, I support, manage, and implement the mission and vision, strategic initiatives and innovation
- Responsible for the key channels of revenue and oversee the business operations
- Responsible for administrative, financial and operations management of the organization, budgeting, contracts, compliance, real estate, facilities and acquisition, policies, legal, governance and risk management

PROFESSIONAL EXPERIENCE

- Supervised a variety of accounting functions
- Planned, organized, directed and controlled the activities, services and operations of fiscal services of the school including design and implementation of accounting systems and procedures, revenue and expenditure control, cash management, insurance maintenance in a self-funded environment, budgeting, payroll, cashiering and financial accounting
- Analyzed issues and data related to mandated responsibilities and obligations related to fiscal solvency, legal compliance, and related statutes. Advise the President/CEO and the Board regarding decisions related to funding, legislation and business
- Conducted short and long-range analyses and projections of income and expenditures to facilitate administrative planning

- Organized and prepared the closing of the fiscal year, plan and coordinated the annual contracted audit of fiscal operations and activities
- Independently reviewed complex and technical statements and procedures at school sites
- Conducted and performed field auditing, financial, operational, compliance and special audits
- Prepared interim and annual financial reports to the governing board with regards to the overall financial conditions of the school district and charter school
- Established and assure appropriate internal control and establish sound fiscal accountability
- Evaluated existing and proposed legislation which may affect funding
- Trained and supervised various accounting staff

EMPLOYMENT HISTORY

July 2014 to Date	Chief Business Officer Altus Network of Charter Schools
July 2006 - June 2014	CFO/Treasurer and Director of Business, Fiscal Services and Development Altus Network of Charter Schools
July 2003 – June 2005	CFO/Treasurer and Director of Finance The Charter School of San Diego
July 2001 - June 2003	Financial Controller The Charter School of San Diego
July 1999 - June 2001	Financial Services Specialist The Charter School of San Diego
Feb 1995 – June 1999	Financial Analyst The Charter School of San Diego
1993 - 1997	Financial Accountant San Diego Unified School District
1992 - 1993	ASB Auditor San Diego Unified School District
1987 - 1992	Fiscal Control Technician San Diego Unified School District
1986 - 1987	Senior Accounting Clerk San Diego Unified School District
1983 - 1986	Mid-Level Financial Clerk San Diego Unified School District
1982 - 1989	Manager/Accountant Bumper Snickers, San Diego, California

1976 - 1983

Accountant
Self-employed

1972 - 1974

Secretary/Bookkeeper
Moral Re-Armament Foundation of the Philippines

EDUCATION

Master of Business Administration, major in Management Accounting
National University, San Diego, California

Bachelor of Science in Business Administration, major in Accounting, minor in Finance
University of the East, Manila, Philippines

Certificate of Completion and Accomplishments, CPA Training and Review Program
Professional Training and Review School of the Philippines

STRENGTHS

Highly motivated and goal-oriented, accurate, thorough and precise in attention to details.
Excellent analytical and organizational skills. Major strength in completing multi-faceted tasks within time constraints allotted. Skilled in public relations, loyal, dependable and willing to do whatever is needed to meet established goals.

REFERENCES AND FURTHER INFORMATION FURNISHED UPON REQUEST

Tim Tuter

5237 Ocean Breeze Court
San Diego, CA 92109
Phone: (619) 992-5740
Email: timtuter@hotmail.com

Career Experience

Altus Institute Network of Charter Schools – Southern California

Director of Instruction and Innovation, July 2013 – Current

Responsible to provide leadership, support, and guidance to Instructional Leaders of 4 successful charter schools located throughout Southern California serving diverse student populations. In this position the Director of Instruction is responsible for instructional outcomes for “high-risk” and diverse student populations including all subgroups, the facilitation of the Western Association of Schools and Colleges Focus on Learning Process, providing professional development to instructional staff on instructional strategies for a variety of learners, and developing and implementing the Strategic Planning Process of the charter schools.

Audeo Charter School – San Diego, CA

School Coordinator, July 2005 – June 2013

Responsible for providing sound leadership to teachers and instructional support staff at a high performing charter school serving a diverse student population in grades 6-12 in an independent study environment. Supervised the student services department, administrative office staff, mandated testing requirements, CALPADS reporting, Student Information System (SIS) processing, Title I, II, III requirements, facilities, student enrollment and community outreach activities.

The Charter School of San Diego – San Diego, CA

Teacher, May 2003 – July 2005

Responsible for inspiring and motivating reluctant learners in grades 7-12 through a personalized instructional approach while being held accountable for student achievement and student progress. Provided high quality instruction on an individual basis to all students in order to help them achieve a high school diploma.

Education

Point Loma Nazarene University – San Diego, CA

California Clear Administrative Services Credential

Bachelor of Arts, Business Administration: Entrepreneurial Finance concentration

National University - San Diego, CA

Masters of Education in Crosscultural Teaching

California Single Subject Teaching Credential: Business Education

Arline McGowan

2168 Island Shore Way • San Marcos, CA 92078 • (858) 442-4160 • arlinedmcgowan@gmail.com

Profile

Dedicated professional with 14 years of experience in the education industry focusing on successful student outcomes for high risk student populations.

Professional Experience

ALTUS NETWORK OF CHARTER SCHOOLS

San Diego, CA

Data and Assessment Coordinator

February 2013 - Present

- Produce four schools' Storybooks that includes a variety of student data, measures, and outcomes
- Produce various data requests and provide analysis reports for use by Leadership Team in evaluating student achievement data, progress towards annual goals, and data indicators associated with public education
- Coordinate and prepare timely and accurate submission(s) of school's state and federal reporting requirements
- Develop processes and systems to effectively collect and securely maintain records in school's student information systems (School Pathways)
- Responsible for maintaining student attendance and performance assessments records
- Serves as LEA Coordinator for all state mandated assessments (CAASPP, CELDT, Fitnessgram) and local assessments (NWEA)
- Responsible for ensuring accurate and timely process of data entry, analysis, and reporting for all schools assessments (CAASPP, CELDT, NWEA)
- Collaborate and provide training to staff on administrative procedures and protocols and testing security related to various assessment administrations
- Responsible for receiving, storing, and producing test material; and scheduling, distribution and collection of test materials and related supplies on assessment days

THE CHARTER SCHOOL OF SAN DIEGO

San Diego, CA

Instructional Lead

October 2008 – February 2013

- Supervised and evaluated a region of teachers and instructional staff
- Provided teacher support in areas of student engagement and various research-based instructional strategies for diverse student populations that lead to positive student outcomes
- Created instructional plans based on student demographics, state standards and assessment requirements that focused on student learning
- Provided teacher support with and monitored independent study compliance
- Implemented a new teacher effectiveness system to ensure independent study compliance through the use of School Pathways
- Provided training and support with the use of School Pathways
- Mentored teachers and coordinated new teacher trainings

THE CHARTER SCHOOL OF SAN DIEGO

San Diego, CA

Teacher

June 2004 – October 2008

- Responsible for personalizing education plans for 40 students with an emphasis on teaching time management skills, organization skills, responsibility and accountability
- Collaborated with parents and professionals to create a “team approach” to support student progress which included communications in person, via email, phone, home visits, or intervention meetings
- Communicated with parents and administration on a weekly basis to review student progress towards transition or graduation goals
- **Department Assignment: Curriculum Council Lead** (*July 2006 – October 2008*)
 - Approved curriculum coursework to meet California State Standards and courses applicable to requirements for admission to the University of California system
 - Provide leadership and support to subject matter departments as it relates to curriculum writing and development
 - Established timelines and schedules for curriculum release
 - Facilitated curriculum release presentations during Instructional Meetings

Education & Credentials

National University, San Diego, CA

Preliminary Multiple Subject Credential (August 2008)

San Diego State University, San Diego, CA

Bachelors of Science in Psychology (May 2002)

Certifications

San Diego County Office of Education, San Diego, CA

iNACOL Leading Edge Certification for Online and Blended Teaching (June 2013)

Rachel A. Thomas
2225 Lago Madero
Chula Vista, CA 91914
619-987-1913

SUMMARY OF EXPERIENCE: Accomplished and energetic educator with a solid history of achievement in organizational leadership, budget management, curriculum, instruction and professional development. A motivated professional with strong organizational and prioritization abilities. Areas of expertise include visionary leadership, student centered excellence and management by fact.

PROFESSIONAL EXPERIENCE

2004 to present

The Charter School of San Diego, San Diego CA

- **Independent Study Teacher (8/2004-7/2008)**- Provides instruction to forty-five independent study students grades seven through twelve. The students are instructed using the K-12 San Diego City Schools Course of Study; all courses are approved by the University of California Maintained community outreach programs and curriculum. Member of the staff development, human resources and English committees.
Additional duty- Curriculum Council Leader- Approves curriculum coursework to meet California State Standards and courses applicable to requirements for admission to the University of California system. Provides leadership and support to the subject matter departments as it relates to curriculum development. Conducts professional development training in English Language Arts.
- **Counselor (7/2008-7/2010)**- Provided academic counseling to 800 students. Created and met with parents during Parent University. Facilitated discussions on testing outcomes, school expectations and the school-home connections. Created the Option 2 graduation requirement for older alternative education students.
- **Instructional Lead (7/2010-2/2013)** -Supervised and evaluated 20 teachers and responsible for 1,100 students in the south region. Created instructional plans based on student demographics, state standards and testing requirements, facilitated instructional and faculty meetings, parent meetings and the ELAC.
- **Curriculum & Professional Development Coordinator (2/2013-present)** Supervise the creation, purchase and deployment of the core, elective and online curriculum for 6,000 students annually. Responsible for the submission of the courses to the University of California for a-g certification, create the application and maintain the NCAA and College Board compliance lists for 4 charter schools, participate on the WASC and Malcolm Baldrige committees, assists in grant writing projects, maintain an extensive professional development program, Altus University to which I am responsible for the professional learning and tracking for 145 teachers, 145 assistants and 25 classified staff. Supervise the operation of the InTech system for training purposes, professionally developing the teachers located at the remote locations in San Bernardino and Riverside counties.

Adjunct Instructor- 2009-2012

National University, San Diego CA

- **Instructor**- Taught two Multi-Cultural courses to Masters level education students. These courses were a graduation requirement of their programs.

Long-Term Visiting Teacher- 4/2004 to 7/2004

Jean Farb Middle School, San Diego City Schools, San Diego CA

- **Advanced Math Teacher**- Taught sixth grade mathematics utilizing the modules and framework established by the San Diego Unified School District. Taught Algebra 1 and 2 to the eighth grade students. Prepared the students for the End of the Year district exams. Supervised the Sustained Silent Reading (SSR) study hall for the eighth grade students.

Teacher -2003 to 2004

Lafayette Specialty School, Chicago Public Schools, Chicago IL

- **Seventh Grade Teacher**- Taught students in a self-contained classroom. Prepared objectives and outlines for assigned grade level. Coordinated activities with co-teachers, newly adopted math program, field trips and additional curricular activities. Grade level English Language Arts chair.

Adjunct Instructor -2002 to 2003

San Diego Community College District, San Diego CA

- **Adjunct Lecturer** -Taught reading comprehension, language arts, and basic mathematics to working adults and previously incarcerated adolescents in order to prepare the students to take and successfully pass the General Equivalency (GED) examination.

Teacher - 1997 to 2003

Nubia Leadership Academy, San Diego City Schools, San Diego CA

- **Classroom and Reading Recovery Teacher**- Taught academic, social and motor skills to elementary students. Prepared objectives and outlines for assigned grade level and or subject area content and assisted in developing curriculum. Designed learning environments that are conducive to learning, to meet developmental objectives in accordance with California State Standards. Coordinates activities with teacher aides and volunteers. Analyzed and assessed learning capabilities of students while making learning accommodations. Administered and corrected tests, kept attendance and academic records. Implemented the Reading Recovery program in accordance with the requirements.

Teacher- 1996 to 1997

The Charter School of San Diego, San Diego City Schools, San Diego CA

- **Secondary School Teacher**- Lead teacher responsible for supervising subordinate teachers, and teacher's aides. Provided instruction to forty independent studies students grade six through twelve. Maintained community outreach programs and curriculum. Member of the staff development and the science curriculum committees.

Teacher- 1995 to 1996

New York City Board of Education, Public School 149, Brooklyn, NY

- **Regular Classroom Teacher**- Provided instruction of fourth grade students within a self-contained elementary school classroom. Required possession of a provisional preparatory certificate.

ACADEMIC PREPARATION & CREDENTIALS:

Professional Clear Multiple Subject, California State Teaching Credential with Cross Cultural Language Acquisition Development emphasis (CLAD)

iNACOL Leading Edge Certified, Online/Blended Teacher (SDCOE)

Preliminary Administrative Services Credential (Educational Leadership) Point Loma Nazarene University, 2007

Master of Science, Instructional Leadership in Curriculum and Instruction National University, San Diego, CA- 1998

Bachelor of Arts, Psychology
The State of New York, College at Old Westbury, NY- 1993

AWARDS and RECOGNITIONS:

National Sorority of Phi Delta Kappa, Inc. 2014 Outstanding Black Educators Award
Urban League of San Diego County, 2006 Urban Leaders Under 40 Outstanding Educator

Stephanie Starr

4462 Mount Henry Avenue ▪ San Diego, California 92117

Email: stephlchappell@gmail.com ▪ Phone: 619.358.5949

PROFILE

Dedicated Special Instructional Services Coordinator focused on creating programs and leading teams that promote successful outcomes for high risk student populations including: special education students, English learners, homeless and foster youth.

EDUCATION

SAN DIEGO COUNTY OFFICE OF EDUCATION, San Diego, California (August 2015-current)

Preliminary Administrative Services Credential –Level I

Anticipated Completion Date: December 2016

NATIONAL UNIVERSITY, San Diego, California (April 2008)

Education Specialist Instruction Credential –Level II- April 2013

Major GPA: 3.9

OHIO UNIVERSITY, Athens, Ohio (June 2002)

Bachelor of Science in Education

Major in Integrated Social Studies, Minor in Political Science

Single Subject Teaching Credential-Clear -May 2008

Major GPA: 3.8

CAREER EXPERIENCE

July 2014-Current: Special Instructional Services Coordinator, Altus Network of Charter Schools

Coordinates departments that are focused on increasing achievement results for disadvantaged students including Health, Special Education, English Learners, Homeless, and Foster Youth. Develops programs to support student achievement, parent engagement, and community outreach. Oversees the quality, integrity, and compliance of each department programs. Evaluates effectiveness of programs and procedures, making adjustments to maximize student results. Provides staff training for Altus schools including: Engagement and Instructional Strategies and Legal Requirements and Compliance.

July 2011-June 2014: Instructional Lead, Audeo Charter School

Instructional Lead for school serving at-risk student populations. Provided teacher trainings in areas of student and family engagement, independent study compliance, and various research-based instructional strategies. Established Professional Learning Communities at school sites to focus on student learning. Assisted with leading the school through WASC Focus on Learning process that resulted in a full term accreditation. Mentored teachers and coordinated new teacher training systems.

February 2009- June 2011: Instructional Counselor, Audeo Charter School

Instructional Counselor in diverse setting designed to provide students, families, and teachers with a variety of counseling, community support services, and instructional support services. Advocate for students and worked with other individuals and organizations to promote the academic, career, personal, and social development of youth. Evaluated student abilities, interests, talents, and personalities to develop realistic academic and career goals. Served as a mentor teacher for instructional staff, conducted new teacher trainings, developed Professional Development plans, and worked closely with teachers to advise and support instructional practices.

September 2007 – January 2009: Education Specialist, Audeo Charter School

Education Specialist in an independent study program servicing students with specific learning disabilities, autism, emotional disturbance, and TBI. Responsible for administering academic diagnostic assessments, working as a team to identify needs and goals for students' individual education plan, providing specialized academic instruction and support to develop students' academic and interpersonal skills, consulting and collaborating with students, parents and teachers, and creating and maintaining student records and reports.

January 2004 – September 2007: Teacher, Audeo Charter School (San Diego, California)

Teacher in an independent study program servicing an at-risk student population. Responsible for personalizing education plans for 40 students with an emphasis on teaching time management skills, organization skills, responsibility and accountability. Collaborated with parents and professionals to create a "team approach" to support student progress. Communicated with parents and administration on a weekly basis to review student progress towards transition or graduation goals.

ACHIEVEMENTS

- Special Education Leadership Academy (El Dorado Charter SELPA) Mentor 2014-2015
- Special Education Leadership Academy (El Dorado Charter SELPA) Mentee 2013-2014
- Audeo Charter School Teacher of the Year Award 2006-2007
- Audeo Charter School Teacher of the Year Award 2005-2006

References Provided Upon Request

Wade Aschbrenner

1676 Windemere Drive
San Marcos, CA
760.473.6075

Education

Central Michigan University, Mount Pleasant, Michigan
Master of Arts, Educational Leadership Emphasis Charter Schools June 2011

San Diego State University, San Diego, California
Bachelor of Arts, Liberal Studies Emphasis Political Science, August 1991

National University, San Diego, California
California Single Subject Teaching Credential, February 1992

University of California Irvine, Irvine, California
Cross-cultural Language and Academic Development Certificate, October 1997
Professional Clear Single Subject Teaching Credential, September 1998

Experience and Leadership

School Administrator

Charter School of San Diego-Altus Model Charter School
5/2009-present

- Act as the Liaison to Laurel Preparatory Academy Board and attend all Board meetings
- Lead, manage, and formally evaluate Laurel Preparatory Academy (LPA) staff.
- Assist young people in removing barriers to learning by collaborating across networks
- Provides leadership to the staff in establishing strategic vision and plan aligned to academic goals for Laurel Prep
- Implements school-wide student-centered, project and problem-based learning tied to common core and state standards
- Provides instructional leadership to all staff and assures integration and cooperation between curricular areas
- Commits to developing a culture of trust and responsibility among students, teachers, staff, and the school community
- Supervise the maintenance of accurate records on the progress and attendance of students
- Participates with significant higher education and business partnerships to support college courses, internships and community service experiences for students
- Implements a technology infrastructure that supports the curriculum and the culture of the Altus Network Schools
- Advances educational reform by contributing to Altus Institute activities
- Communicate with LPA central team to ensure that Altus model, policies, and practices are followed
- Ensure that child protection issues are dealt with promptly and provide intervention with students when necessary
- Oversee the accreditation process initial accreditation
- WASC Visiting Team member 2010-2012
- California Association of Performance Excellence

Financial Advisor

Metropolitan Life Securities & Edward Jones Investments

10/2007-4/2009

- Develops and encourages long term client relationships by careful planning to meet clients immediate and future needs by providing and demonstrating solid financial planning skills and client centered advice and guidance interactions.
- Introduces clients to investment strategies and works with client to develop financial plan using the appropriate Guidance tools.
- Positions appropriate products in the context of current needs as well as customer's long term financial plan.
- Initiate customer relationships through prospecting, lead utilization, and local market and community involvement.

Certificated Teacher

Huntington Beach Union H.S. School District & San Marcos Unified School District

9/1996 to 6/2007

- Planned, implemented and assessed Social Studies curriculum
- Created and maintained a balanced, high-expectation, low-risk environment for all students
- Provided varied learning opportunities to support individual needs in order to ensure the consistent growth and ultimate success of each student
- Established a mutually respectful and collaborative relationship with parents and colleagues
- Served as a district-wide trainer
- Coordinated the Safety Committee responsibilities including the disaster-preparedness program
- Served as a member of the CARE team providing support as a case manager for at-risk students and families
- Served as Varsity Football and Track Coach Fountain Valley High School

Certificated Teacher

Washoe County School District

8/1992 to 7/1996

- Planned and implemented developmentally appropriate high school curriculum promoting social, emotional, physical and intellectual growth for high school age children.
- Developed curriculum leading to district adoption for Criminal Justice course
- Regularly participated in professional workshops and college courses to expand child development skills
- Assisted in launch of district web-based learning in conjunction with University of Nevada, Reno
- Varsity Football Coach Hug High School

Gail Levine

OBJECTIVE:

To support our community of diverse learners and leaders through my capacity to build strong, cohesive teams of professional educators and other stakeholders

SUMMARY OF QUALIFICATIONS:

- Twenty seven years of educational experience serving youth from many backgrounds and cultures in grades K-12
- Twelve years of proven leadership experience in a non-classroom based charter school environment
- Encouraged and provided mentorship to five staff members as they obtained their California Administrative Services Credentials
- Fourteen+ years of experience operating successful multi-million dollar wholesale and retail businesses
- Excellent verbal and written communication skills
- Highly effective in planning and implementing all facets of successful academic programs

EDUCATION:

- Master of Science in Education
Texas Wesleyan University, 1997
- Bachelor of Arts, French
University of Dallas, 1974

CREDENTIALS:

- California Administrative Services Credential, August, 2003
- Multiple-subject K-12 California Clear Teaching Credential, 1999
- Multiple-subject K-12 Texas Lifetime Teaching Credential, 1988

PROFESSIONAL HISTORY:

- August 2015 – Present: Audeo Charter School—San Diego, California
 - Home School Coordinator
 - Under the direction of the President and Chief Executive Officer, plan and implement TK-5th grade charter homeschool program
 - New program development
 - Curriculum development
 - Research and develop community resources

- In collaboration with other organizational departments, provide for ongoing sustainability of the program:
 - Public relations
 - Data and assessment
 - Budget
 - Personnel
 - Accreditation and compliance
- 1999 – August 2015: Jamul-Dulzura Union School District—Jamul, California
 - Director: Greater San Diego Academy Charter Homeschool (2004-2015)
 - Under the direction of the superintendent of schools, successfully planned and implemented all facets of non-classroom based charter school operations, serving over 3000 students since 2004
 - Curriculum and assessment
 - Policies and regulations
 - Personnel hiring, training, and evaluations
 - Budget and fiscal management
 - Student services
 - Accreditation and compliance
 - New program development
 - Public relations
 - Facilities procurement and maintenance
 - Teacher on Special Assignment—Assistant Principal: Oak Grove Middle School (2002-2004)
 - Designed and successfully presented district-wide technology plan
 - Collaborated with San Diego County Office of Education to bring diversity training to our district
 - Served on district Strategic Planning Committee, GATE Committee, and on Oak Grove's Leadership Team
- 1988-1999: Arlington Independent School District—Arlington, Texas
 - 5th Grade Team Leader (1991-1999)
 - Consistently delivered highest assessment results for our school site
 - Planned and delivered all Technology staff development for 40 teachers
 - Coordinated campus GATE program and served as district liaison
 - Planned and delivered staff development for new district certificated staff related to classroom management and effective instructional strategies
 - Teacher of the year 1994-95

OTHER RELATED EXPERIENCE:

- 2006-Present: Western Association of Schools and Colleges, Visiting Committee Member. Visiting Committee Chair 2009-Present

- Oversee all aspects of two accreditation visits per year for schools seeking WASC accreditation
- 2006-2015: Judge: *National History Day in California* competition for San Diego County Office of Education
- 2010-2015: Judge: *We the People: The Citizen and the Constitution* competition for San Diego County Office of Education
- 2001-2015: Strategic Planning Committee member: Jamul-Dulzura Union School District
 - Participated in planning and presentation of information to JDUSD community
- 1984-1999: Self Employed
 - The Levanti Company
 - Founded a successful business selling consumer goods to retail stores
 - Led a national sales force of 18 independent sales representatives
- 1974-1984: Allied Stores Marketing Corporation, Dallas, Texas
 - Operations Manager, Joske's Department Store (1980-1984)
 - Oversaw six department heads with 75 hourly employees responsible for security, maintenance, and daily operations of a major retail department store
 - Maintained \$3.4 million annual departmental budget

REFERENCES AVAILABLE UPON REQUEST

Jackie Robertson

45798 Creekside Way, Temecula, CA 92592 858.432.8517 jrokcfriiday@yahoo.com

Professional Profile

- Achievement-driven communications professional with extensive experience in all phases of internal and external communications including marketing, print publications and e-communications, web site development and content management, media relations, and brand development.
- In-depth project management experience from conception to implementation including writing, layout and design. At ease with budget limitations, deadlines and high pressure situations. Strong ability to influence thinking, forge strategic alliances, and build consensus.
- Proven effective communication strategies, advice and support to Air Force Command Staff, Development, Admissions, College Counseling and Heads of School.
- Adept at organizational transformation and change including brand change and new markets.
- Proven writing, editing, speaking and promotional skills.

Education

Oklahoma City University B.A. Majors in Mass Communications-Print and French (1999)

Experience

Communications Specialist

The Charter School of San Diego/Altus San Diego, CA 05/10 – present

- Under the direction of the President and Chief Executive Officer, coordinate communications and public relations of the Altus network of schools
- Ensure that internal and external publications meet Altus objectives of communicating accurate, substantive, and timely information. Manage Altus websites, as needed, to ensure accuracy and timeliness of information.
- Serve as a resource to Altus administrators and staff and provide information related to strategic communications and public relations; assist in responding to media inquiries and determining appropriate resources.
- Plan, organize, and coordinate selected special events to enhance public relations, particularly those establishing and fostering positive community and partnership relations
- Developed and implemented of a comprehensive Altus communications and marketing plan.
- Manage advertising campaigns. During my tenure, Altus enrollment has grown by an average of 800 students.

Director of Communications

Parish Episcopal School

Dallas, TX

03/06 – 12/08

(An independent co-educational pk-12 school of 1,200)

- As Chief Communications Officer for the institution, provided leadership and participated in the direction, development and management of all key message points for the institution.
- Developed communication infrastructures, public relations activities, marketing communications plans, development case statements, and institutional branding strategies as the school launched in Dallas-Ft. Worth – the 5th Designated Media Market Area in the U.S. Completed projects on-time and within budget.
- Designed, wrote and published: an e-newsletter for the parent community weekly; a print magazine (ranging from 64-80 pages each) twice a year; and an Annual Report on Philanthropy.
- Created and executed a strategic marketing and advertising campaign for admissions.
- Served as point-person for final approval and clearance on all graphic, print, and official communications pieces for the school community and auxiliary organizations. In the capacity, media coverage increased 400% over the previous three years.
- Collaborated on the team that developed the strategy and brand identification for an award-winning capital campaign that increased the number of donors by 200% and increasing funds raised by 900% over the previous two years.

Public Information Officer

Aerotech News and Review

Edwards, CA

03/04 – 01/06

(The Journal of Aerospace and Defense Industry News for many top military bases in the southwest United States)

- Served as the civilian liaison for the Edwards Airforce Base Public Affairs Office and as the liaison to the Base Advancement Committee
- Key communications point person serving base commanders and leadership to craft and convey messages and information for distribution, including writing and editing.
- Wrote feature articles highlighting base life
- Covered and photographed test missions, NASA Dreyden activities, and the visit of NASA administrator Dr. Michael Griffin

Publications Editor

Casady School

Oklahoma City, OK

07/01 – 02/04

- Produced all institutional publications
- Developed and created ad campaigns for admissions
- Designed all collateral materials for development/fundraising programs
- Oversaw complete overhaul of the School's website including graphic standards, images and content
- Wrote and/or edited all official communication from the School
- Served as the student newspaper sponsor

News Editor/Journalist

Friday Newspaper

Oklahoma City, OK

05/99 – 06/01

- Served as a community reporter, writing a minimum of three weekly stories as well as one weekly front page article

- Wrote and designed four education pages each week
- Designed and edited a minimum of ten additional pages each week
- Served as staff photographer

Awards and Honors

- CASE District IV Bronze Medal for Most Improved Capital Campaign 2009

Key Skills

- Expertise in use of Adobe InDesign, PageMaker, Illustrator and Photoshop. Also adept in WordPress, Quark, Front Page, Adobe Premier, and Microsoft Office Products.

References

- Available upon request

David Quezada

9 Plaza Manzana

Alpine, CA 91901

619-251-4809

dgquezada@hotmail.com

Teacher

The Charter School of San Diego

Teaching Experience

26 years of Experience

The Charter School of San Diego

Ed Clinic

YOU School

Baker Elementary

Logan Elementary

Related Professional Experience

Audeo Board of Directors

Literacy First Board of Directors

The Charter School of San Diego Board of Directors

Education

National University

Master of Science in Educational Technology

Chapman College

Bachelor of Arts in Social Science

Jay Garrity

2805 State Street, San Diego, CA 92103

Phone: (909) 720-9216 Email: Jaysgarrity@gmail.com

Objectives

Provide educational leadership that promotes high-quality instruction and programs that prepare students for college and career expectations

Experience

School Coordinator ▪ July 2015 – Present

Audeo Charter School ▪ 10170 Huennekens Street, San Diego, CA 92121

Learning Lead ▪ January 2014 – July 2015

The Charter School of San Diego ▪ 10170 Huennekens Street, San Diego, CA 92121

Counselor ▪ July 2011 – January 2014

Audeo Charter School ▪ 10170 Huennekens Street, San Diego, CA 92121

Teacher ▪ April 2008 – July 2011

The Charter School of San Diego ▪ 10170 Huennekens Street, San Diego, CA 92121

Skills & Knowledge

- Develop an annual Instructional Plan that is aligned with key school initiatives and Common Core State Standards (CCSS)
- Establish a safe, secure and supportive learning environment for all students and staff
- Implement proactive intervention strategies to ensure that students attend school regularly, maintain positive interactions with peers and meet academic goals/expectations
- Evaluate and monitor teacher performance by using data and conducting ongoing observations
- Plan and facilitate staff training and development opportunities

Credentials

Preliminary Administrative Credential

Single Subject Social Science Teaching Credential

Education

San Diego State University

May 2009 ▪ Master of Education in Educational Technology

May 2006 ▪ Bachelor of Art in History

References

Tim Tuter

Director of Instruction and Innovation ▪ Altus Institute Network of Charter Schools ▪ (858) 678-2042

Stephanie Starr

Special Instructional Services Coordinator ▪ Audeo Charter School ▪ (858) 678-4818

Community Letters of Support for Grossmont Secondary School Charter Petition

Appendix N

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Saitupu L. Sagiao. I am a Grossmont Community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego. The Charter School of San Diego does not just have many accomplishments itself, but has pushed their students to grow and accomplish their goals and dreams. Students here at The Charter School of San Diego receive a personalized pathway that helps them achieve their individual goals. The teachers and RCA's help each student to succeed, learn, and understand each course students will take. This school acknowledges that not every student learns the same way, and that not all of their futures will be the same. We have the option of choosing the pathway for a four year university, community college, military, or the workforce through vocational programs. After choosing our pathway, our teachers will help us meet requirements for whichever option we choose. With this personalized learning experience, we are better prepared for the career and path we choose.

The school offers a program called the California Cadet Corps, a program that teaches leadership, academic skills, and basic military knowledge. I have been a part of the California Cadet Corps for two years and a part of The Charter School of San Diego for six. Now, as I am in my senior year, I firmly believe that I would not have grown as much as I have without this school. The teachers at this school are caring, supportive, and they never stop believing in you. They help you through each course and they understand that not everyone learns the same. Unlike traditional schools, teachers here are able to get to know each student individually which allows students to have a personalized learning experience that is effective for them. The Cadet Corps program builds a student's sense of courage and confidence. It shows kids that you can really do anything you put your mind to. With the help and support of my teachers and The California Cadet Corps, I have grown as a person and have become the leader I have always wanted to be.

The Charter School of San Diego is a school that understands that each individual is different. It offers great academic support from its teachers and shows its students that they can accomplish anything. For some students that attend here, this school was a last chance for them to have an education. What seemed like a dead end for them turned out to be an open door to new opportunities. The Charter School of San Diego will better each student that will come through the doors.

Please consider this information and my personal positive experience when granting the charter. Thank you for your efforts on behalf of the Grossmont community, our students, and schools.

Very Respectfully,

A handwritten signature in black ink that reads "Saitupu L. Sagiao". The signature is written in a cursive, flowing style with a large initial 'S'.

Saitupu L. Sagiao

September 12, 2016

RE: Charter School of San Diego

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Regina Young; I am a parent who is writing to you to celebrate the many successes of The Charter School of San Diego.

Charter School of San Diego is an important option for students to attend school. Some students do not thrive in a traditional school setting and need options. My daughter, in particular, was attending traditional high school last year and began developing serious anxiety issues. She was put on a medical leave and we needed to find an alternative for learning in a less overwhelming environment. Charter School of San Diego gave her that option and she is now thriving at school and her panic/anxiety attacks are now at a minimum. She is well on her way to graduating on time and preparing for a college education. Her teacher at the El Cajon campus has been more than supportive and helpful with any obstacle she has faced since she has been enrolled.

Attending Charter School of San Diego she has all the same opportunities to take the same classes/curriculum of traditional public school. Currently, my daughter is focused on completing the classes she needs to graduate and attend a 4-year university. The future is bright for her. All students who attend this school have the same opportunities to succeed.

I believe Charter School of San Diego should be granted a charter by the Grossmont School District, as it truly is a great alternative and offers students who might not thrive in traditional school an exceptional opportunity to complete high school and succeed!

Thank you for your efforts on behalf of the Grossmont community, our students and schools.

Sincerely,


Regina Young

Parent

September 12, 2016

Dear Grossmont Unified School District Board Members and Superintendent:

Hello, my name is Carrie Cardenas. I am a student at Altus – The Charter School of San Diego. I am writing this letter in support of The Charter School of San Diego and how its successes are helping me to succeed in my academic progress.

I've learned that the traditional school is not for everyone. This doesn't mean that they're bad, it just means that alternative schools can help those who don't seem to find academic success in traditional schools. The Charter School of San Diego (CSSD) has helped me enjoy school again. At my other school, I was struggling through my academics. I knew I needed more one on one support in order to better understand new concepts being taught in school. At CSSD, I am able to have that one on one support and only interact with one teacher. It has helped me to be more comfortable with school. I find that learning is now easier for me and my grades have reflected that.

When I first started at CSSD, I was behind. I was unsure if I would be able to graduate on time. But, now, I feel confident that I will graduate, as I should, in June of 2017. Not only that, CSSD has helped me to see what my future holds. I'm looking forward to graduating, getting into college and pursuing a career in the medical field. It's because of this school that I've learned how I learn best and what future career I feel I would be most successful in.

I strongly support Grossmont granting a charter to The Charter School of San Diego. This ensures that students who need an alternate academic setting have that option. I appreciate your time and consideration.

Sincerely,



Carrie Cardenas

Student

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Melissa Cabrera. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego.

We need schools like CSSD because they have helped many students like myself. I used to go to a traditional school called El Capitan High, I was doing good at first but as the days and years went by school got harder for me I wasn't able to keep up with my work and I didn't want to go to school anymore. After two years, I was looking for other schools because this one just didn't work. Then I found Altus. I have since improved in my writing, math, and have gotten better grades. I went from a D student to an A and B student.

CSSD helps students differently than traditional schools because there are less students and more teachers that can help one student. For example, my current teacher Ms. Schledewitz has pushed me to be better in school and helps me with every single question I have. She dedicated her time to her students and if we need to come in for extra time, she stays to make sure we do better. Also, other teachers help students even if it's not their own student. They pay close attention to us and not get distracted.

In CSSD they have the A-G requirements, just like any other traditional school. Any student here are able to go to any college or university and become whatever they want; there is no limit at CSSD. I just became a junior and I am already receiving mail from different colleges for me to apply to. I am advanced in my credits and will be able to graduate early and be able to work, take more classes at a community college, and have time to save up for a university.

I strongly support CSSD; they have helped me to be a better student and person. Without CSSD, I might have just given up on myself. I am proud to say that I am a student of CSSD, and that I will be able to have a better future because of Charter School of San Diego.

Thank you for your efforts on behalf of the Grossmont community, our students and schools.

Sincerely,



Melissa Cabrera
Grossmont community student

Dear Grossmont Unified School District,

My name is FaithAnn Wilhoite, and I am writing to you on behalf of the many successes of the Charter School of San Diego. Our school is greatly needed because CSSD has many benefits to offer students that a traditional school cannot. Going to a charter can offer the one on one help a student may need. At a charter, you have the option to work at your own pace and being offered only one course at a time really gives the student the opportunity to understand the course on a deeper level. Many kids who come here start out behind or missing credits (me being one of them). In my personal experience at CSSD, I got the one on one help I needed, got all my credits caught up, and now I am on track to graduate a year early—how awesome is that! The teachers here take pride in their students and push every one of them to achieve their goals and make their dreams a reality.


CSSD offers a quiet, independent environment for students to work in so they can focus solely on their studies. CSSD has the benefit to help students who were once behind get the chance to get back on track and graduate early. The charter offers different courses that work best with each student's plan. There are also many different opportunities to take advantage of such as educational field trips and even tutoring sessions.

CSSD offers many different pathways for each student. For example attending a charter you can get into a four year university, community college, vocational programs, or enlist in the military.

In conclusion, the Charter School of San Diego has many benefits for its students and has even benefited me in so many ways. The charter offers things traditional schools cannot. CSSD is a great alternative for students looking for another route.

Thank you for your efforts on behalf of the Grossmont community, our students, parents, teachers and schools.

Sincerely,


FaithAnn Wilhoite

CSSD Petition

David Pacheco
9/12/16

Letter of Support

Dear Grossmont Unified School District Board Members and Superintendent:

My name is David Pacheco I am an Altus Charter School student. I have been enrolled for almost one year. Before this I was struggling far behind at a traditional high school, over a year behind on credits. Over the one year at Altus, I have learned that traditional school is not for me. Since I've been enrolled to the Charter School of San Diego, I have turned my education around and graduating this year.

This school has great distraction free classrooms where I can focus on nothing but my classwork. The wonderful teachers at the Charter School of San Diego have had a huge impact on my education abilities. It also offers flexible scheduling that fits into everyone's situation.

If it weren't for this school, I would still be struggling at a regular high school. The Charter School of San Diego has helped me find a pathway to lead even after school. They have given me the opportunities to succeed in my future. This is why I strongly urge you to support The Charter School of San Diego charter petition.

Thank You,
David Pacheco

A handwritten signature in black ink, appearing to read 'DPacheco', written in a cursive style.

Charter School of San Diego Student

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Kaylina Johnston. I am a Grossmont community member and student who is honored to be a part of The Charter School of San Diego and believes that it is a vital part of our community.

I admire the success of this charter school because of the hope that it provides for so many students and their families that thought that they had missed their chance to succeed academically. CSSD is important to the academic community in the aspect that it allows students in different situations to achieve their highest potential based on their own effort. If a student wishes to graduate early or catch up from being behind, they can through determination. The skills learned in independent study helps them in the long run and give them qualities that they will keep when they apply for college, the military, or an occupation. I have experienced this effect firsthand. I spent the majority of my life in public school which was beneficial for me at the time. However, as I got older, I desired an arrangement that would allow me more one-on-one time with my teacher and help me to focus on simply advancing myself academically instead of comparing myself to other students and just trying to beat them. This didn't allow me to reach my full potential. Now, enrolled in The Charter School of San Diego for approximately two years, I feel as if I've developed my self-determination to a much higher level, an integral part of adult life, and received the academic attention that suited me. Education here is personalized to each individual student and our successes are based on our efforts.

This arrangement is not traditional, granted, but neither are humans. Each one is unique and requires a different learning experience. More often than not, students don't receive the help that they need in traditional schools, either because it's not provided or the student is too shy or embarrassed to ask in front of a classroom of their peers. Here at CSSD, we are one-on-one with teachers and other staff that constantly suit our present needs to graduate on time. Here, we have the opportunity to strive for a personalized future and not be poured into a mold.

Each student's pathway is different, and this is accounted for by a program that helps individual students to assess their desired route in life instead of just finishing their credits, getting their diploma, and being hopelessly whisked off to whatever the system says is next for them. Every student at CSSD can choose their own future that helps them to be motivated to work harder for it.

The Charter School of San Diego provides countless options for students to develop for themselves and is, in conclusion, a quality educational arrangement that the Grossmont community is honored to have. This is why I strongly urge you to make the right decision to support the charter petition.

Thank you for your efforts on behalf of the Grossmont community, our students and schools.

Sincerely,



Kaylina Johnston

11th Grade Student

September 14, 2016

Dear Grossmont Unified School District Board Members and Superintendent:

My name is Elizalma Ochoa. I am a Grossmont community member and student who attends The Charter School of San Diego. The Charter School of San Diego is a very successful school that helps many students who are behind on credits and allows students to work at their own paces. This allows them to finish on time or even before their anticipated graduation dates. Many parents support the Charter School of San Diego because they are allowed to communicate more with their child's teacher(s). The Charter School of San Diego has a trained and dedicated staff that help students achieve their goals.

Students who come to The Charter School of San Diego have the opportunity to work towards a successful future. About 80% of the students who have graduated in the Charter School of San Diego continue to a 4-Year university or community college. The remaining 20% serve our country in either military service or enter the workforce. The Charter School of San Diego helps students find a path toward success, and ensures variety of quality educational options. This is why I strongly urge you to support The Charter School of San Diego petition. The Charter School of San Diego has helped me a lot. I moved here to have the opportunity to graduate earlier and to achieve my goals. So far, I have finished most of my classes at my own pace and I have been able to learn more and prepare myself for a successful future.

Sincerely,

Elizalma Ochoa

Elizalma Ochoa

September 14, 2016

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

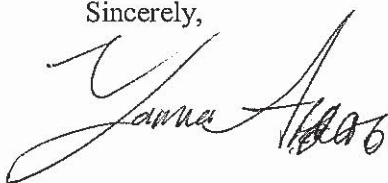
My name is Yanna Alfaro. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego.

The Altus Charter School of San Diego has helped me and other students in a lot of areas such as: helping in learning development, communicating with one another, and working as a team that helped me develop great sportsmanship. Altus has helped me succeed and I feel great being here; it's a quiet environment where students, like me, can concentrate. Each one of us has individual attention when we need help with a subject. This school has a well-organized schedule that accommodates my busy schedule. I was very behind on my credits, but with the help of Altus, my mind is focused and ready. I'm motivated by coming here each and every day. I'm lucky to be here and graduate on time. The reason I came here is because I got bullied everywhere you can imagine at my traditional school: on the bus, in the locker room, in the bathroom; I started to become scared about going to school. At one point, I tried everything I could to not attend that school. One day, the bullying went too far, and I was thinking of suicide. I didn't know what to do any more. On the last day as a student there, I was getting off the bus heading home and I was beat up. That's when I decided things needed to change. I heard about this school. I gave it a try and I felt safe the minuet I walked in. It's a quiet and peaceful environment. It was then; I could see a better future for myself. The Altus Charter School has given me the attention and their staff has walked me through my work to help me develop a better understanding of it.

With the help and options I'm given here, I've gained the confidence I need to know that I have many doors open to see my bright future. I really want to attend to San Diego State University. I understand that there are a lot of great programs for becoming a doctor at this college. This school will prepare me for whatever obstacle that comes my way.

I believe Altus should be granted a charter by the Grossmont school district because I believe many students have a better opportunity here to succeed in school.

Sincerely,

A handwritten signature in cursive script that reads "Yanna Alfaro". The signature is written in dark ink and is positioned below the word "Sincerely,".

Yanna Alfaro

LETTER OF SUPPORT

Dear Grossmont Unified School District Board Members and Superintendent,

My name is Cynthia Chenault. I am a Student currently attending The Charter School of San Diego and am writing to you to rejoice in the many successes our school has accomplished.

The Charter School of San Diego's successes have far superseded the expectations of many because its students and families thought that academic success was a non-achievable goal. Upon enrollment, Charter School of San Diego students are, typically, two-to-four years behind in reading and math skills, which differs from semesters. About 75 percent of its student population are at least six months behind in academic credits. A precarious amount of the schools students are at-risk of dropping out of school and are facing a 5th year in order to fulfill their graduation requirements. This, however, does not mean the students are delinquents or are incapable of achieving success on an academic level.

The Charter School of San Diego recognizes this fact and in doing so offers a distraction-free learning environment where students can receive hands-on aid in their classes and focus solely on their coursework, therefore being able to fixate on graduating. Distinctively trained, devoted faculty and staff work tirelessly to reignite interest from students and their families in the importance of receiving an education. Students are given the chance to work toward a rewarding future.

This future is different for each student involved. I personally came to this school because I medically was unable to attend a more traditional school. With the help of the attentive staff, I am ahead of others my age in more structured school settings for graduation. The way the school system is set up, as well as the convenience of its many locations, provides a safe and judgement free environment that many students want to take refuge in. Bullying is a large problem in numerous schools around the country, and I can speak from my personal interaction with the students and the environment that bullying is a virtually non-existent issue here. This school is much like a healthy family unit. Everyone only wants success for each other. If one kid is struggling, the staff and the other students become the support system the student may need to keep them focused.

Nearly 80 percent of Charter School of San Diego graduates continue on to a 4-year university or a community college that specializes in their chosen field of study, a feat that can be difficult for more traditional schools. The remaining 20 percent serve our country through military service or enter the workforce. The Charter School of San Diego enables students to journey down a path toward success.

The Charter School of San Diego helps ensure that a variety of quality educational options are readily available for every student. It is understood within this school that every child is different, so they receive equal but specialized education for their individual needs. This is why I strongly urge you to support The Charter School of San Diego charter petition. In doing so, you also support the success of its students.

Thank you for your efforts on behalf of the Grossmont community, our students, and schools.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Cynthia Chenault', written in a cursive style.

Cynthia Chenault

Student at the Charter School of San Diego

September 14, 2016

Dear Grossmont Unified School District Board, Members and Superintendent Swensen,

My name is Leisa Mitchell. I am a Grossmont community member and parent who is writing you to share the many successes my son Landon has had, since attending The Charter School of San Diego.

It is with great need that schools like CSSD are available to students who need alternative ways of learning. My son Landon who was in the mainstream public school system was struggling beyond belief. His struggles started in elementary school and continued into HS. Even with an IEP, the help was limited or nonexistent, and Landon continued failing. He could not keep up, the work load was too much for him, teachers did not care about him as an individual and I watched my son go through depression, sleepless nights, and very low self-esteem.

Our family found CSSD through a friend who also has a son who had many struggles in public school and after two years in CSSD, he too is thriving.

Since attending CSSD, we have seen our son Landon go from failing school, feeling hopeless, feeling like teachers do not care, to a confident son, knowing he can accomplish the tasks in front of him and truly feeling that the teachers are there to help him. Having one or two subjects at a time, something impossible in the mainstream school system, has proven to make the world of difference to Landon, and has given him the confidence that he can complete HS.

The environment Landon is now in for his learning at CSSD offers a distraction free learning environment, where he can focus on his course work and stay on track to graduation on time from high school. Having the help from the resource teacher has also been such a big help, something that should have been available for Landon in public school but was not.

Another benefit to CSSD as a parent, is receiving daily, the progress of Landon's learning. It was a constant struggle not hearing from teachers or teachers not updating grades, or seeing my son failing and not hearing from teachers. This is not happening since Landon has been attending CSSD and it has helped so much my anxiety, knowing each day, I see the progress Landon is making, or the struggles he is having. When I see him having a hard time, I email his teacher and within hours, have a response which gives a solution.

I am confident with Landon staying on this path and continuing to attend CSSD that he will be in the 80% of students who will continue on to college, finding his chosen field of study.

I believe CSSD should be granted a charter by the Grossmont school district because it is so important that there are options available for all students who are not able to success in the mainstream learning environment. I ask you at this time, to please support the charter petition.

Thank you for your help on behalf of the Grossmont community, our students and schools,

Sincerely,

A handwritten signature in cursive script, appearing to read "Leisa Mitchell".

Leisa Mitchell

Parent of Landon Mitchell

Dear Grossmont Unified School District.

My name is Unyke Gonzalez. I am from the La Mesa community, and I am writing this letter to you regarding the great things The Charter School of San Diego has not only brought to me but to this community as well.

The Charter School of San Diego changes lives, especially the teachers that work here. I have learned so much from going to this school. It is a great environment, and families feel safer enrolling their kids here. The students are friendly and I know the school will do anything they can to help their students take the right steps to success. At Charter School, kids come first. Because I know that the graduation rate is 11% higher than regular public schools, this school is the best choice for me being sure that I will achieve my goal of graduating high school. This is an organized school and I know they have everything I need to push me towards a good future. They have taught me to be self sufficient. Working on completing my classes in independent study has given me confidence while also being able to ask questions when I need to by coming into the classroom. When I come to class I know that school comes first and I am responsible for getting my work done.

The Charter School of San Diego offers so many opportunities for students. There has been kids who thought they will never graduate and wanted to give up and drop out, like I thought I would at one point, but when I came to Charter and actually talked to the teachers they gave me hope that I can actually graduate and that's when I wanted -- to change my life around to do better. When you come to the classroom the teachers help one-on-one and they make you feel better about asking questions so you don't feel nervous if you get it wrong or worry about people laughing at you. Teachers and Assistant Teachers walk you through the steps and make sure you

understand the subjects. The location of the classroom is also convenient because kids can walk here or get dropped off because it is in La Mesa and they don't have to drive far just to take their kids to school.

Thank you for taking the time to read about my experience at Charter School.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Unyke Gonzalez', with a stylized flourish at the end.

Unyke Gonzalez

Dear Grossmont Unified School District,

I strongly believe in the benefits The Charter School of San Diego can offer. I enjoy the staff who are very helpful at my Resource Center and the independent study program. Here at the La Mesa Resource Center we receive one on one help, tutoring and have the ability to work in a non distracting environment. At regular public school being behind on credits and assignments leads to use students not being able to graduate. Here at Charter we have the ability to get on track for graduation and the opportunity to graduate early. Coming to school at the Resource Center, we don't have to worry about peer pressure from superficial high school groups, drama and being social.

At CSSD we have a flexible schedule which give us, the students, more time for outside curricular activities like sports, work and volunteering and such. We are allowed tutoring (one on one), and a more variety of electives. At public school, you have 6 classes with six different teachers teachers and you never build a student-teacher relationship. At CSSD, we have the ability to have a relationship where we can feel comfortable in confiding to our teachers, teacher assistants, and case managers for help in all subjects, even personal ones.

I truly believe in the values and benefits the La Mesa Resource Center has to offer to all students. As teenage students, it is difficult to find an environment where we can all feel comfortable while having the ability to work effectively with no distractions. We have that positive environment to go to at Charter School of San Diego.

Thank you on behalf of the La Mesa community and our school.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brianna Medina', with a stylized, cursive script.

Brianna Medina

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Alec Espinosa. I am a La Mesa community member who is writing to you to celebrate the many successes of the Charter School of San Diego. I have been attending the Charter School of San Diego since October 2015, and so far it has significantly improved my daily life.

Before enrollment about 75 percent of students are at least six months behind in academic credits, which means these students might have either dropped out or faced a 5th year of high school in order to graduate. The Charter School of San Diego offers year round courses and a distraction-free learning environment where students can focus to get back on track to graduate on time. Before I enrolled at the Charter School of San Diego, I attended Patrick Henry High and maintained a 3.2 GPA, and I was not behind in any academic credits. I decided to enroll at this school because it was important to me to get a more personalized education. I decided it wasn't helping me by sitting in a classroom with 30 other students and only 1 teacher available to help. I like how now if I need any help with school someone will always be there for me.

At Charter School, the teachers will actually help guide you to make decisions about continuing school at a 4-year university or a community college that specializes in a chosen field of study. The other 20 percent serve our country in military service or enter the workforce. I feel a lot more comfortable attending a school that actively helps students find a path toward success. The Charter School of San Diego helps ensure that a variety of quality educational options are available for every student, which is why I strongly advise you to support the charter petition.

Thank you for your efforts on behalf of the La Mesa community, our students and schools.

Respectfully submitted,

Alec Espinosa



Dear Grossmont Unified School District Board Members And Superintendent Swenson:

My name is Joshua Beisner I am a La Mesa community member who's writing to you to celebrate the many successes of The Charter School of San Diego.

I love the Charter School of San Diego because of its calm working environment and no distractions. The Charter School of San Diego has been a great place for me to work quietly and peacefully with no distractions. Another reason why the Charter School of San Diego has helped me improve is by all of the help and support all of the teachers give you. The classroom that I work in is always calm. There is never a time where I feel distracted or off track. In traditional school there was always distractions or things that take you off track. At the Charter School you get much more one on one help. The Charter School helps ensure that a variety of quality educational options are for every student.

Joshua Beisner

Student

A handwritten signature in blue ink that reads "Joshua Beisner". The signature is written in a cursive style with a small "TM" trademark symbol above the "n" in "Beisner".

Monday, September 12, 2016

Dear Grossmont Unified School District Board Members and Superintendent Swenson,

My name is Michael Lauzon, and I am a student of The Charter School of San Diego on Jackson Drive. The Charter School of San Diego is one of the best schools I have been to. The reason I came to this school is because friends of mine said that they loved coming here, and that the school will be good for me, and it has been. I may only be a student here, and just a kid that is 15, but this is our home. I am hoping to stay here until I graduate high school, and if they shut down this school, I will be sad and probably lose my motivation. Please keep this school open! One day when I am a dad, I hope my kids can come to The Charter School of San Diego.

Thank you for reading my letter,

A handwritten signature in black ink that reads "Michael Lauzon". The signature is written in a cursive, slightly slanted style.

Michael Lauzon

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Jessie Linner and I am a senior at the Jackson Resource Center with The Charter School of San Diego.

The reason I came to the Charter School of San Diego is because I was failing all of my classes and I did not care whether I failed or not. When I transferred to CSSD I got the help I needed for my classes. I went from being one year behind and ready to drop out to being on track and ready to graduate high school in the spring of 2017.

Thank you for reading my letter.

A handwritten signature in black ink, appearing to read 'Jessie Linner', with a long, sweeping horizontal line extending to the right.

Jessie Linner

September 14, 2016

Dear Grossmont Unified School District Board Members and Superintendent Swenson

My name is Kimberly Gutierrez. I am a La Mesa community member who is writing to you to celebrate the many successes of The Charter School of San Diego.

The Charter School Of San diego is amazing because of the opportunity it gives students to get back on track. A majority of students tend to fall behind and about 9 percent of students end up dropping out. The Charter school Of San Diego has allowed students like myself to catch up with credits and be able to go back on track to graduate. I even have the opportunity to graduate early if I work hard this year.

This school has helped me redo the classes I failed and got me back on track to graduate on time. Without this program I would still be far behind and not on track to graduate. The Charter School of San \Diego has saved me from facing a 5th year of high school. Not only did this program help me with school, it also gave me the opportunity to find a job outside of school. Finding a job has helped me learn to be more responsible.

The Charter School of San Diego has Given me the opportunity of a quality education, that many other students in the la mesa community would benefit from as well.

Thank you for reading my letter.

Sincerely,

Kimberly Gutierrez

Kimberly Gutierrez

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Brianna Pina. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego. My high school career began at the Academy of Our Lady of Peace. As a freshman, I did not realize that I was working towards my future, as a result I did not put in as much effort as possible. Before I knew it, I was way behind and my teachers at OLP lacked understanding for my situation. I dealt with mental issues and my therapist could only do so much. Mentally, I could not continue at the Academy so I left during the second semester of Sophomore year. My initial plan after my previous school was to attend The Charter School of San Diego in order to finish my second year of high school, then transfer to a traditional public school.

The Charter has helped me differently than the previous traditional schools that I have attended. At first, I only saw my time at The Charter School of San Diego as a temporary change for the summer. However, I felt so appreciated by the teacher at my new school that I realized that I did not want to leave. I decided to stay at CSSD for the last two years of my high school career. Once I talked to my teacher, Ms. Hanna, about my new decision I was given a choice that I could not resist. Not only will I be able to catch up with the credits I was previously lacking, I was also told that I have the opportunity to graduate early.

There are many pathways that students can choose from at this school. My personal pathway has changed from what I had planned as a ninth grader. When I was fourteen years old, I had dreamed of attending a four year college right after high school. Thankfully, my time at The Charter School of San Diego presented a lot more opportunities than I had originally thought of. Today, I come to school everyday and give it my all to accomplish my goal of graduating a year early. If it was not for The Charter School of San Diego, I would not know my full potential as a student.

Many students do not fall under the constraints of a traditional school setting. The alternative educational setting provided by CSSD is exactly what I needed to feel encouraged to perform at my best. I have so many supporters who truly guide me through all of my courses. This school has changed my future outlook.

In closing, the need for The Charter School of San Diego is significant in our community. This school reaches students who might have fallen through the cracks at a traditional school. The independence and lifelong learning we are gaining will help us be productive members of our community.

Please consider my story and this letter when making your decision on this measure. Thank you for all your efforts on behalf of the Grossmont community, our students and schools.

Sincerely,



Brianna Pina
Student

Dear Grossmont Unified Board Members and Superintendent Swenson,

My name is Vanessa Amador. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego. The Charter School of San Diego is needed because of the convenience it provides for many students including myself. Personally, The Charter School of San Diego provides my peers and me with a flexible schedule, one-on-one help, and a chance to graduate on time.

With this letter, I would like to share all the benefits and success this school has provided. I am the youngest daughter in my family out of three girls, which makes me the third Amador to attend this school. I decided to enroll as soon as I was done with middle school because I saw the amazing outcomes it had on my sisters, who are now 25 and 22 years of age. They are currently very successful in their professions and reflect great qualities that I look up to and want to acquire, which takes me to my main point. These qualities were built and strengthened thanks to this unique program and way of school. As you know, The Charter School of San Diego isn't a traditional type of school. In order to succeed educationally at CSSD, you have to have major self-discipline. As a very experienced educator, I'm sure you know that this quality isn't something you are just born with, it is something you must develop. That is precisely what CSSD has helped many students do. This small proof of my self-discipline, is that I recently enrolled as a 9th grader in mid-August, and I can proudly share with you that I am close to finishing my first semester of freshman English.

My educator Ms. Hanna has been able to provide me with the best one-on-one help and tutoring. Due to the way the CSSD program is designed students, I am able to get that one-on-one time that is very hard to get sometimes at traditional schools. The majority of my work has to be done at home. I have to personally push myself to complete as many assignments as I can. This teaches me to become an extremely responsible person, an independent student, and also encourages my learning skills. This will contribute to my work skills out in the real world,

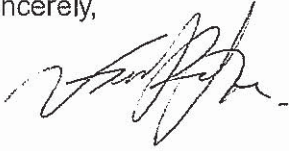
The Paradise Valley location is the most central for the Spring Valley community. Not all of our circumstances are the same nowadays, whether you are a teenager or an adult. The way our school works has made it very possible for many of us to actually go to school, not drop out, learn, acquire self-discipline and responsibility, and to graduate on time or before. I understand that traditional can almost always mean it is the best option for almost everything, which I agree, but in some cases non-traditional can be not only the best but over productive option in many different cases. Please take in consideration, with your heart in your hand, not only my personal experience and words but also my peers.

Not only the CSSD can help you graduate on time but you can also finish ahead of time. The CSSD allows us to have a lot of spare time if we go about our school schedule wisely. This spare time can allow us to better research of all the amazing opportunities that colleges and universities have for us. At the end of a student's senior year, we are required to prepare what is called the Senior Exhibition assignment that encourages you to research in depth your future life plans including budgets, college options, and career choices that are in high demand in San Diego. Traditional schools don't provide the career options as in depth as Charter School does. This helps me sleep at night knowing I will have all the options to choose from. This is why I

believe the Charter School of San Diego should be granted a Charter by the Grossmont School District

Thank you for your efforts on behalf of the Grossmont community, our students and Schools.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vanessa Amador', with a stylized, cursive script.

Vanessa Amador
CSSD Student

Dear Grossmont Unified School District Board Members and Superintendent Swenson,

My name is Andi Gonzalez. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego. The Charter School is remarkable for the success it has on their students. For example, my sister came to this school because she was failing and she didn't have enough credits to graduate from high school. Due to her success at the Charter School of San Diego, she is currently in college with her dream job and she's loving every second of it. My sister's success makes me believe that I can achieve success too. I'm a junior now and am taking the PSAT to achieve my dream.

In traditional schools, many students experience stress with their time and education. According to the American Psychological Association, high school students now have similar anxiety levels as patients in mental asylums from the 1950's. Students here at the Charter School experience education in a stress-free environment because they are given enough time to complete their assignments. Plus, there are plenty of teachers and resource center associates to provide help when needed. This gives everyone a chance to improve their assignments.

Each student enrolled at the Charter School of San Diego has different opportunities after graduating. We participate in a Senior Pathways Exhibition that allows us to research different career opportunities. We take what we learn during this course and apply it to real life. The school directs its students on a successful path to achieve and accomplish their dreams. I know two Charter School graduates who achieved their dreams. My sister and her friend are currently in college pursuing their dreams of being make-up artists. The Charter School of San Diego's motto is "kids come first, that is our business." This is why you should support the Audeo Charter School II charter petition.

Thank you for your effort on behalf of the Grossmont community, our students and schools.

Sincerely,

A handwritten signature in cursive script that reads "Andi Gonzalez". The ink is dark and the signature is fluid, with the first name "Andi" and last name "Gonzalez" clearly distinguishable.

Andi Gonzalez

CSSD Student

Dear, Grossmont Unified School District Board Members and Superintendent Swenson

My name is Bryan Belmontez. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego.

The Charter School of San Diego is a school like no other. This school helps students who are failing in a traditional school, bring up their grade or make up missing credits. The purpose for this school is to graduate on time. Therefore this school's first priority is HS students, the students come first. At my old high school, I was behind in credits and I thought that there was nothing I could do to bring my grades up until one of my family members told me about The Charter School of San Diego. They told me that this school will help me bring up my grades and be back on track with my credits. I suggested it to my parents and both of them liked the idea of the charter school.

At a traditional school, when you are failing, it is rare that your teacher will give you extra credit. If you're failing, then that's on you but at the charter school, if you need help and don't understand something there is always someone to ask for help. Whenever I need help in a course I am taking, there is always going to be someone who will be able to help me. That is why I love the charter school of san diego.

Another reason why I chose CSSD is because you are able to apply for a four-year university. You could apply of a community college, the military, or enter the workforce through vocational programs. That is another reason why I chose to come here. I want to go to a four year university and after that I want to join the military, the Navy branch. CSSD has a cadet program and the school I used to attend didn't have this program. I knew I wanted to join this program right away.

The Charter School of San Diego helps students in need with their credits, and therefore, I believe that the Charter School of San Diego is a great school for any student.

Thank you for your efforts on behalf of the Grossmont community, our students and schools.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bryan Belmontez', with a stylized, cursive script.

Bryan Belmontez

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Yesenia Sanchez. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego.

The Charter School of San Diego help students get on the right pathway to graduate from high school and start college. CSSD helps students who were behind in credits and pushes them to be the best they can be. Students are able to work at their own pace and can graduate before their class or on time with their class. Before I came to CSSD, I was having trouble at school. Most of my classes were difficult to understand, and as the school year went on I became even more behind. Now that I've been attending CSSD for one year, I've caught up with most of my classes and by June 2017 I'll be a graduate from CSSD. The resource center has helped me achieve my goals of catching up with all my classes and graduate with my class of 2017.

At CSSD students have a choice of working online or with textbooks. These options help me stay focused and provide a variety of choices to limit monotonous distractions. I use both ways of learning. I have one class online and another class from the textbook. Whenever I need help with a question or I don't understand the subject, there is always a teacher or an assistant to help me. They are always there when any student needs them.

Each student is different, we all want different things, career wise. Some of us want to be in the military, others in the medical field or to start their own business, etc. All students are helped to finish their high school credits and are helped to take the right courses so when they attend college they will have the right courses completed. Students who plan their pathway are helped attend the college of their choice, such as a 4-year university, Community College, Military or enter the workforce through vocational programs.

CSSD should be granted a charter by the Grossmont School District, because students should have the choice of how and when they decide to finish high school. Some students want to hurry and finish high school, others want to be able to catch up and graduate on time. CSSD helps those that want to finish high school. They want us, students, to be successful in life and become the person we want to become.

Thank you for your efforts on behalf of the Grossmont community, our students and schools.

Sincerely,



Yesenia Sanchez

Dear Grossmont United District Board Members and Superintendent Swenson:

My name is Vanessa Braun , I am Grossmont community member and student who is writing to you to celebrate the many successes of the Charter School of San Diego.

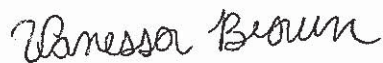
We need more schools like Altus Charter School of San Diego. This school is helping many students catch up with their education, and many are able to graduate early. Before I came to The Charter School of San Diego, I was seeking an alternative education setting and this school provided one. Now I am ahead on credits and I will be able to graduate earlier than I would at a traditional public school.

The Charter School of San Diego provides a safe space that is free of distraction and enables its students to complete their work efficiently. The teachers and staff are fully dedicated to helping the students with their education. At Charter school of San Diego, students are able to work towards a successful future and be productive members of society.

CSSD helps ensure that various education options are offered for every single student. These are very good reasons why you should support the CSSD petition.

Thank you for your efforts on behalf of the Grossmont community, our students and schools.

Sincerely,

A handwritten signature in cursive script that reads "Vanessa Braun".

Vanessa Braun

Student

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Arnie Andrade. I am a Grossmont community member and student who is writing to you to celebrate the many successes of the Charter School of San Diego.

Students who are behind on their credits need schools like CSSD because they help catch up on grades and credits. The majority of students who attend this charter school end up graduating before traditional public schools thanks to the help of the staff. The students receive a personalized education and have consistent one-on-one access for communication with their teachers. This helps ensure that each student receives the help they need to be successful.

The Charter School of San Diego offers a distraction-free learning environment which allows students to focus solely on assignments. The staff helps students out with any questions or problems they might have.

About 80% of CSSD graduates attend a 4-year university or community college. Other students attend the Military or another workforce by vocational programs.

The Charter School of San Diego is a good school that helps students improve academically. I would highly recommend this school to other people and support the petition for a charter in the Grossmont District.

Sincerely,

A stylized, handwritten signature of the letter 'A' with a small 'i' and 'n' at the bottom, representing the name Arnie Andrade.

Arnie Andrade
Student/Community Member

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Cynthia Ortiz. I am a Grossmont community member and student who is writing to you to celebrate the many successes of The Charter School of San Diego.

Well, to me everyone needs to be able to have schools like CSSD. The purpose of the school is to get either caught up with the credits that you need to graduate or keep focus on your work. The reason my parents chose to send me to The Charter School of San Diego, was because they didn't want me to be exposed to the things in public schools due to religious reasons.

The Charter School of San Diego is a great alternative that focuses on giving students the attention and help they need. I really think that there should be more teachers like my teacher, Mrs. Cathy Macias. She is the best teacher at the Paradise Valley Resource Center. She pushes me to be successful. She is specially trained and she always has a smile on her face no matter what.

There are many different pathways to choose from here at CSSD. Teachers are trained to help the students choose a pathway that suits their goals and helps to create a course plan that will get them there.

The Charter School of San Diego helps and makes sure that you are successful and helpful. This is why I strongly believe and urge you to support The Charter School of San Diego. They have the best teachers, best plans for your future, and you get the attention and support that you need. I am very thankful for the person that created this school and district and thankful for my teacher.

Thank you for your efforts on the behalf of the Grossmont community, our students and schools.

Sincerely,

A handwritten signature in blue ink that reads "Cynthia Ortiz". The signature is written in a cursive, flowing style.

Cynthia Ortiz
Student

Dear Grossmont Unified School District Board Members and Superintendent Swenson:

My name is Rosa Jimenez. I am a Grossmont community member and a student who is writing to you to celebrate the many successes of The Charter School of San Diego.

I honestly think that there is a need for schools like CSSD everywhere because they are really good schools. They have really good teachers and really great flexible times. This is important especially for students who have a job or their schedules are just crazy and they need a more flexible time to do school work. Another important reason to have schools like CSSD in all communities, is for students who are parenting. They also need a very flexible schedule and the opportunity to keep going to school. These are really great schools!!! I use to really hate school because there was too much drama and too many fights every day. When I came to CSSD I was really surprised that a school could be as quiet and "drama-free" as this one. I attend the Paradise Valley Resource Center and I really like the fact that it's near my house. I think there should be charter schools like CSSD everywhere. One of the great things about this school is these teachers won't let you get lower than a C and F in a course. The teachers will push you until you get it done and really understand the curriculum. I think that's what everyone needs, a big push to be better than they are right now.

Traditional schools have time for socializing. It's not a bad thing, but it is a distraction. You get caught up in drama, and you then forget why you really are in school. You're there for an education but not a lot of students see it that way.

The teachers at CSSD help students choose a pathway. If you want to go to a certain college you can talk to them about it and they will give you classes that will help better your chance of getting in. I want to go to a university. CSSD has a pathway for that! The teachers work very closely with the students to make sure they are taking the right courses.

CSSD is a really great school. They're really amazing schools and I think we should have more locations. They have a great school activity/program called the Cadet Corps, I do not plan on joining the military but they teach you great skills that you will need in the future. Please help support CSSD in their efforts to get a charter in the Grossmont School District.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rosa Jimenez', with a stylized flourish at the end.

Rosa Jimenez
Student

To The Grossmont School District Board members:

I am a parent of three children who were in need of specialized learning. My name is Christine Valdez. I want to share with you my experience at The Charter School of San Diego.

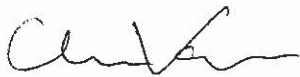
This school enabled my children to build the confidence they needed to be successful in the fast pace world we live in today.

As a community we need programs like this to help our children and families to have access to other methods of academic achievements.

Programs like The Charter School of San Diego ensure that a variety of different options are available for every student.

This is why as a Grossmont Community member I strongly urge you to please consider The Charter School of San Diego.

Thank you for your consideration.

A handwritten signature in black ink, appearing to read 'Christine Valdez', with a stylized, cursive script.

Christine Valdez
Parent