



February 2, 2016

Superintendent Kirsten M Vital
Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675

Re: Global Business Academy Charter School Petition

Dear Superintendent Vital and members of the Board of Trustees:

Thank you for the opportunity for Global Business Academy (GBA) to submit our charter school petition in the Capistrano Unified School District (CUSD). On behalf of all the parties associated with Global Business Academy, it is with great pleasure that we present you with our official Charter School Petition ("Petition") for Global Business Academy.

We have a dedicated team of parents, educators and community leaders who have devoted countless hours in bringing forth a petition of which we feel exemplifies our commitment in doing what's best for our students. Our vision, mission and goals are being embraced by teachers, parents and community not only South Orange County but also state wide. Our partnership with the University of California, Irvine (UCI), keeps our program accountable to their high standards and updated as to new admission requirements. Our goal of graduating all students to be UCI or, equivalent eligible, is an aspect we have taken to heart in order for our next generation of students to be globally competitive.

We believe by approving our Charter Petition you will be our partner in bringing CUSD in the forefront of what other schools and districts will use as a model to preparing our students to be college and career ready in the 21st Century. GBA plans on doing this with the following:

- Flipped classroom method to accommodate all student learning needs;
- Required Mandarin classes to be globally competitive in career;
- 80 hours of internship in order to graduate for networking and career readiness;

- Community service hours required at each grade;
- Create an educational choice for parents and students within the public school system;
- Provide a system of accountability for results in public education;
- Foster community and parent involvement in public education and
- Attract private and home-school students into the public school system.

The attached Global Business Academy Petition is submitted for your review. We are eager to start our partnership in education with CUSD for the families of our community. We look forward to the future and a continuous and flourishing relationship as we provide quality educational opportunities for the students of Capistrano Unified School District.

Thank you in advance for your time and consideration.



Ryan Cummins
Lead Petitioner
Global Business Academy

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I. ASSURANCES AND AFFIRMATIONS

As the authorized lead petitioner, I, Ryan Cummins hereby certify that the information submitted in this petition for a California public charter school to be named Global Business Academy (“GBA” or the “Charter School”), and to be located within the boundaries of the Capistrano Unified School District (“Capo” 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.

Global Business Academy (“GBA”) will follow any and all federal, state, and local laws and regulations that apply to GBA, including but not limited to:

- GBA 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)]
- GBA shall be deemed the exclusive public school employer of the employees of GBA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- GBA shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)]
- GBA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- GBA shall not discriminate against any student on the basis of 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)]
- GBA shall admit all students who wish to attend.
- GBA shall determine admission by a public random drawing, if the number of students who wish to attend GBA exceeds GBA’s capacity then preference shall be extended to students who currently attend GBA and students who reside in the District. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- GBA shall not enroll students over nineteen (19) years of age unless continuously enrolled in public school (until the age of 22 years) and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Section 47605(d)(2)(A)]
- GBA shall not require any child to attend GBA or any employee to work at GBA.

- In accordance with Education Code Section 47605(d)(3), if a student is expelled or leaves GBA without graduation or completing the school year for any reason, GBA shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- GBA 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 in Education Improvement Act of 2004.
- GBA 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)]
- GBA shall ensure that teachers in GBA hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- GBA shall at all times maintain all necessary and appropriate insurance coverage.
- GBA 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).
- GBA shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- GBA shall, on a regular basis, consult with its parents and teachers regarding GBA's education programs. [Ref. California Education Code Section 47605(c)]
- GBA shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- GBA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- GBA 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").

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



Ryan Cummins

1/30/16

Date



General Information


Contact person for GBA:	Catherine Sanchirico
Contact address for GBA:	P.O. Box 591, San Juan Capistrano, CA 92693
Contact phone number for GBA:	(949) 207-6299
Primary community served:	Capistrano Unified School District
Location within traditional school district:	CUSD
Grade configuration:	Site based for grades 6th through 12th
Proposed full enrollment number of students:	1088
Scheduled opening date for charter period:	August 15, 2016
Instructional calendar type:	Traditional, single track
Bell schedule:	Traditional for grades 6 th through 8 th Block for grades 9 th to 12 th
Charter term:	July 1, 2016 to June 30, 2021
Board Members:	Scott Riley Heidi Landgraf Robert Loewen Dr. Claire Friend Howard Klein (Please see Appendix I for Summaries of Board Experience, Capacities and Areas of Expertise.)



II. INTRODUCTION

Global Business Academy (GBA) is an independent community-based charter public school to be located in the Capistrano Unified School District.. The school is expected to open in the 2016-2017 school year with grades 6-8; totaling 408 students the first year. The school expects to reach an enrollment of 1088 in grades 6-12 by the academic school years of 2020-2021.


The school was created to provide an opportunity for students and parents seeking a college preparatory middle/high school integrating entrepreneurial curriculum with high technology and non-traditional learning methods. GBA's vision is to successfully graduate a class of 170 annually; each prepared to succeed in college and beyond. The second component of GBA's mission is to prepare our students to be globally competitive in the 21st Century for professional careers after college via the entrepreneur and high technology curriculum entailing internships with community businesses. Internships will begin during the students' junior year and continue to completion during their senior year. Students will complete over 80 hours of work in a professional setting aligned with the career interest of the student. Through our partnership with University of California, Irvine, we plan to develop a network of professional mentor partnerships with private and public agencies in the technology, medical, education, legal, architecture and arts fields, among others.



GBA will have many activities, clubs and sports teams to support the academic program. We believe in order for students to be well rounded, an active athletic program is important. The GBA athletics program plans to coordinate meets and competition with existing middle and high schools. Global Business Academy is the work of a team of parents, educators and business professionals who have the desire and experience in educating our next generation of leaders and entrepreneurs to give our children a competitive advantage in a changing global economy.

Consultants

GBA has obtained the services of Charterboost as consultants to aid us in the petition process including review, submission, hearings and approval. Upon charter approval, Charterboost will assist with all the necessary steps to start GBA then transition to become our back office services. Jason Watts, Founder and President, has many years of experience, knowledge and expertise in the area charter schools. Additionally, we joined the California Charter School Association for petition review and support. GBA is dedicated in getting approved so that our vision for the school can come to fruition. Finally, GBA has retained legal counsel from Young Minney & Corr, LLP to assist with all aspects of the charter development and approval process. YM&C is proud to be California's most experienced knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation-including charter school petitions, renewals and revocations, employment and labor law, non-profit





incorporations, board governance, facilities, student issues, policy development and much more.



ELEMENT 1



ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

Governing Law: A description for the charter school, of annual goals, 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. Education Code Section 47605(b)(5)(A)(ii).


Governing Law: If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the 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).




MISSION

The Mission of Global Business Academy (GBA) is to educate our students with the academic and entrepreneurial skills necessary to be globally competitive and succeed in the 21st century by providing rigorous academic content, engaging entrepreneurial experiences, and learning opportunities through the use of real life skills. Our students will be immersed in high technology learning methods that allow them to exceed grade level expectations and become critical thinkers, as they are engaged with dynamic teaching that make them self-motivated, competent, and lifelong learners.

VISION & GOALS




Global Business Academy’s goal is to educate students for the 21st century by enabling them to think critically, understand and internalize the responsibilities of living in a diverse society, and to utilize technological tools that are constantly changing and integral to the functioning of this modern society. GBA’s ultimate goal is to enable students to become self-motivated, competent, lifelong learners. Our course of study includes an integrated entrepreneur thematic approach that ties the separate disciplines of the curriculum together. Our rigorous academic content and engaging entrepreneurial experiences will lead 100% (one hundred percent) of our students to be



UC eligible (UCI). Our partnership with the University of Irvine allows GBA to keep our graduation requirements up to UCI standards when they change theirs. GBA's curriculum encompasses the full substance of the traditional curriculum of California public schools, as detailed in the State Content Standards, and goes beyond to teach students how to think clearly, do their own research, express themselves well in writing and speech, and to put their knowledge to practical application. The culture of GBA creates self-motivated, competent, life-long learners. In addition, we will cultivate an active and cohesive village of all stakeholders: students, teachers, parents, staff and community members. GBA is the work of a team of parents, educators and business professionals that have the desire and experience in educating our next generation of leaders and entrepreneurs.

STATEMENT OF NEED



With only 10 middle schools and 6 high schools to serve all of Capistrano Unified School District serving over 51,000 students, the existing schools are impacted and crowded. This student population does not include the 2,810 new homes being developed in Rancho Mission Viejo. In addition, once completed, Talega will have a total of 3,500 residential homes as builders continue to build and develop that area. Additional homes to come in Rancho San Juan and San Juan Capistrano will further add to the already crowded schools. GBA believes the need is very imminent for an additional middle and high school to serve all these residents. There are many under capacity elementary schools in CUSD. As the population ages, there will be more of a need for the district to provide schools to meet this progressing age demographics.

Because of this need, GBA believes we will not have any difficulties in meeting our first year enrollment number of 408 students. Even without additional homes being built, our flipped classroom model, instructional strategies and our belief that college planning should start at grade 6, makes our school desirable to not only existing public school families but also for those who are at charter schools now. For those families who are looking for their children to be proficient in Mandarin, attending GBA is an alternative that other middle school and high schools currently do not offer.

FOUR ELEMENTS OF WHAT DEFINES GBA:

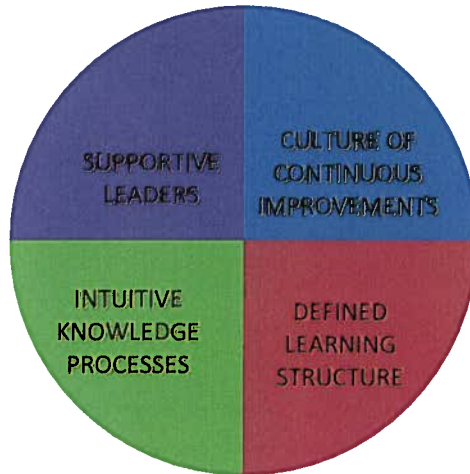
FOUR ELEMENTS OF ORGANIZATIONAL LEARNING AT GBA

Leaders are Committed to Successful Organizational Learning:

- sets clear vision and goals for successful learning
- serve as champions and role models
- committed to success of all students

Organizational Learning Processes Embedded in to Daily Workflows:

- learning agendas are defined & captured for sharing knowledge
- Use of technology platforms and entrepreneur curriculum



Culture values Continuous Improvements in Learning:

- state mandated assessments,
- ongoing authentic assessments
- teacher and professional development,

Organizational Structure is aligned to Support Learning:

- defined roles and responsibilities for capturing, distilling & sharing knowledge
- Set up Networks & Coordinate w/teachers, parents, staff & Community

Culture of continuous improvements GBA will utilize state mandated assessments to assess our academic program, teacher and professional development, and community outreach. Once goals are identified, the staff along with teachers and parents strategize to target improvement.

Defined learning structure: GBA's structure is aligned to support student learning. Roles and responsibilities are defined for capturing, distilling and sharing knowledge through our network of teachers, staff, parents and community.

Intuitive knowledge processes: GBA's learning processes are embedded into the daily work-flow. Learning agendas are defined and captured using technology platforms and entrepreneur curriculum.


Supportive Leaders: Supportive Leaders comprise of all stakeholders-teachers, staff, parents, and the community who are committed to every student's success and who will serve as champions and role models. GBA is committed to results, and values the success of all students.



AN EDUCATED 21ST CENTURY PERSON

As a result of the Internet and increasing internationalization, the world is becoming more and more interconnected. Occurrences in other countries directly affect our country as we've seen with the volatile stock market in September and the resulting decision by the Federal Reserve not to raise interest rates. This is true even if Americans never leave our country. GBA views the following skills and qualities to be important for an educated person of the 21st century:


- Ability to identify areas of interest, formulate, process, interpret questions, research topics and set goals;
- Proficiency in technology including the knowledge of hardware, software and social media sources;
- High literacy and competency in reading, historical context, mathematical reasoning, scientific processes, and inter- and intra-personal interactions that exceed the scope of State Standards;
- Skilled in critical thinking and be able to analyze evidence;
- High proficiency in written, oral and creative self-expression communication skills;
- Proficiency in self-assessment and in giving and receiving feedback;
- The ability and knowledge of collaboration and global awareness with respect to other cultures, beliefs, values and traditions;
- Self-motivation and committed to learning that lasts beyond the school years; and
- Proficient skills and content knowledge in a second foreign language.




21st Century Skills incorporate life and career skills, learning and innovation skills and information, media and technological skills. Global Business Academy embeds these skills into lessons in order to assure our students will be competitive and successful when applying to higher education in a changing global environment. GBA's educational program will enable students to employ the above skills as self-motivated, competent, lifelong learners. GBA's beliefs are aligned with organizations like the Partnership for 21st Century Skills and many others who are working to infuse 21st century skills into education. When defining what it means to be educated in the 21st century, it is important to understand that success in such a rapidly changing world requires a commitment to learning.

Mandarin is a requirement to graduate from GBA and also satisfies UC eligibility. In addition, Mandarin is the most often spoken language in the world with approximately 1 billion Chinese speakers. More regarding the Mandarin requirement on page 65 below.

HOW LEARNING BEST OCCURS




GBA believes that learning best occurs with a variety of engaging learning and instructional strategies and activities, based on high expectations in both academics



and behavior, with student and parent engagement in learning goals. GBA will promote a safe, healthy, respectful and orderly school environment which encourages student achievement and focuses on rigor and academic excellence, California adopted standards, experiential curriculum, effective structures to support relevant and real world context, promotion of character and leadership development with a collaborative culture. With this context, GBA believes learning best occurs when the environment:

- Encourages questioning and appropriate experimentation when students realize that learning has a purpose, meaning and is relevant to their future
- Supports self-expression, creativity and appropriate risk-taking when GBA accepts various methods of students demonstrating their knowledge.
- Creates learning opportunities that move beyond the classroom and into the community, state, nation and the world promoting depth of learning. Learning opportunities, which connect students to real-world contexts, will celebrate individual diversity.
- Is demanding when all levels of work are challenging, pertinent and accessible to students requiring high-level thinking and communication skills.
- Is developmentally supportive where the school community fosters respect, kindness, integrity and a strong work ethic in all students.
- Models reflection and self-assessment in a climate with measureable goals and standards for accountability. GBA will provide ongoing assessments and applications for students, data for parents, teachers, staff and members of the Board of Directors.
- Hires specialized teachers that are well versed with GBA's flipped classroom model and Understanding by Design method. Staff hired will believe in, and support GBA's vision, mission and goals.
- Integrated and cross-curriculum study that is relevant and authentic
- Provides for learning with advanced technology, which helps activate, organize and stimulate learning.
- Is democratic and student centered allowing for full engagement in a variety of learning activities which promotes good attendance.
- Promotes active parent, community, staff, and teacher collaboration and participation-thorough GBA's partnership with University of California, Irvine (UCI). Parent development and education will be offered to ensure parents are engaged in their children's education. Community is called upon for project based learning, service based learning and to enhance the entrepreneurial curriculum. This creates a psychologically safe environment for students to be more productive as it positively impacts their physical and emotional health and well-being.



We believe that learning best occurs over time, with one experience building upon another resulting in a deeper understanding. Research and investigations of the learning process has shown that relevant, authentic experiences with real questions and problems, in a safe environment that encourages experimentation and risk taking results in enduring learning and enthusiasm for the process itself.



GBA PLANS ON FULFILLING OUR MISSION BY:

1. Requiring high academic standards and character development:

- Students will be able think critically, understand and internalize the responsibilities of living in a diverse society with the ultimate goal of enabling them to become self-motivated, competent, lifelong learners.
- Our curriculum goes beyond Common Core State Standards and California Content Standards and integrates an entrepreneurial thematic approach that ties the separate disciplines together into studies of the physical universe, the world of nature, and the human experience.
- Through our partnership with UC Irvine, A-G classes and additional requirements (Classes required to be UC eligible) courses will be offered
- Core qualities such as integrity, responsibility, compassion, and patience, to name a few, will be the fundamental focus to develop student's character.

2. Implementing the P21 Partnership for 21st Century Learning:

- Mastery of key subjects of the Common Core State Standards and California Content Standards PLUS additional 21st century interdisciplinary themes such as global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy and environmental literacy.
- Innovative skills such as creativity, critical thinking, problem solving, communication, collaboration, and innovation empower a student to be educated in the 21st Century.
- Technology-driven environment for students to gain information literacy and reliability, media literacy and ICT (information, communications and technology) literacy.
- Rigorous attention to developing skills to be competitive in the 21st Century such as flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability and leadership and responsibility.

3. Providing a structured and balanced environment to maximize learning:

- Organization of learning activities with classroom activities having an academic focus (including project based activities directly related to the CCSS).
- Teachers use effective questioning, essential questions, smooth transition, and challenging but interesting activities to increase student engagement in learning and student accountability. Good, T. L., & Brophy, J. E. (2008). *Looking in classrooms* (10th ed.). Boston: Allyn and Bacon; Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30.

- The teacher assumes responsibility for student learning, sets high (but reasonable) expectations for all students, and supports students in achieving them. Corbett, D., Wilson, B., & Williams, B. (2002). *Effort and excellence in urban classrooms: Expecting and getting success with all students*. New York: Teacher College Press; Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.
- The teacher establishes rapport and trustworthiness with students by being fair, caring, respectful, and enthusiastic. Carter, P. J. (2003). A review of highly effective teachers in Hamilton County: Analysis of current trends and implications for improvement. Chattanooga, TN: Public Education Foundation. Retrieved November 7, 2008, from <http://pef.ddngroup.com/>; Walls, R. T., Nardi, A. H., von Minden, A. M., & Hoffman, N. (2002). The characteristics of effective and ineffective teachers. *Teacher education quarterly*, 29(1), 39-48.
- Teachers use classroom management and emphasize structure in the classroom.
- Positive classroom climate where error (i.e. risk taking) is welcomed, where student questioning is high, where engagement is the norm and where students gain reputations as effective learners. Hattie, J. (2003). *Teachers make a difference: What is the research evidence?* Retrieved December 12, 2008, from http://www.leadspace.govt.nz/leadership/pdf/john_hattie.pdf.

4. Community Service-based learning embedded in each grade level:

- Requirement of community service hours for each student.
- Engaging students in community service outreach programs.
- Creating environments for students to learn cross-cultural experiences and interacting with community members from different socio economic classes.

5. Offering on-going teacher development and parent training partnered with UC Irvine:

- UC Irvine teacher development and parent training program focuses on helping both groups best serve the evolving needs of 6-12 students.
- UCI ensures the knowledge of all state curriculum standards and to have the ability to address new teaching standards.
- Developmental classes include emerging trends and technologies for students.
- Provide student teaching opportunities for UCI teacher credential candidates.

6. Continual assessment of students to ensure minimal performance at each grade level on all Common Core State Standards and California Content Standards:

- All students must demonstrate grade-level numeracy, reading and comprehension skills before entering next grade.
- Attendance must be 98% or greater to provide the greatest opportunity for academic success.
- In the event students are not meeting grade level goals, an action plan may be implemented which may include, but not limited to before and/or after school intervention, counseling, etc.
- The school will communicate with parents in a comprehensive manner to develop appropriate academic interventions to support student success through the process of parent conferences, SST (student success teams), and additional assessments as necessary.

7. Including foreign languages as part of the required curriculum to be UC eligible:

- Empowering students to be competitive in a changing global environment.
- Learning a foreign language boosts brain-power as it sharpens skills on reading, negotiating and problem solving. www.examinexistence.com.
- Performance in other academic areas is enhanced including higher scores on standardized exams in math, reading comprehension, and vocabulary.
- To satisfy minimal requirements for UC admission and ensure students are competitive and attractive college applicants.

8. Transparent policy for teachers, staff, parents, staff and community:

- Keep communications current through website and emails.
- Engaging teachers, staff, parents and community for involvement and active participation.
- Regularly scheduled parent/teacher conferences.

9. Continual developing and revising GBA's plan for student success:

- We will exceed the minimal state and federal proficiency requirements.
- Utilizing quality instruction (effective, data-driven, and based on California Teaching Standards) with modern technology.
- Ongoing formative assessment to address student proficiency of CCSS as well as the utilization of student data to direct and influence instruction through the use of assessment programs such as Illuminate, etc.
- Addressing barriers preventing student's success and providing quality standards-based intervention opportunities to avert future occurrences.




EDUCATIONAL PHILOSOPHY

GBA provides a rigorous, academic curriculum within a student-centered environment enabling our students to be successful in further post-secondary education pursuits and competitive in a changing global economy. All students will be held to a higher academic and character standards to better serve their communities.


The P21 Partnership for 21st Century Learning, Service Learning, Project Based Learning, a standards-based curriculum, Flipped Classroom model, Entrepreneurial curriculum, technology infused learning and Norman Webb's Depth of Knowledge Levels will form the educational philosophy of GBA. With a challenging curriculum embedded with global awareness and high standards of character quality, students will gain the competitive advantage necessary to be successful in a changing global economy by becoming self-motivated, competent and lifelong learners. Incorporating entrepreneur curriculum aids to the success of our students not only in their post-secondary education but also career. Below are the key components that make up the instructional program of GBA:

1. The P21 Partnership for 21st Century Learning

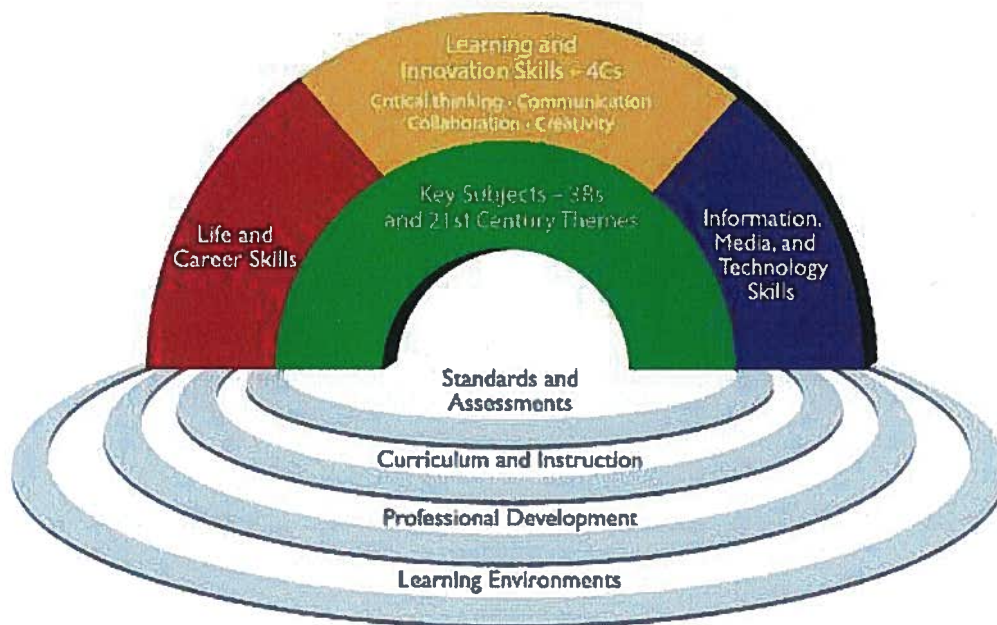


P21's Framework for 21st Century Learning is an organization comprised of teachers, education experts and business, community and government leaders who believe that all learners need to acquire the knowledge and skills necessary to thrive in a world with constant change and learning never stops. They also believe that learners need and deserve learning opportunities to thrive in the 21st century as our future leaders, workers and citizens. The P21 Framework states that learning takes place throughout life - from birth through their careers and beyond. A strong foundation for success is rooted in learning what happens in and out of school. This not only gives the learners an advantage in life but also ensures ongoing innovation in our economy and the health of our world.

The P21 Framework for learning in the 21st century is the result of the collaborative efforts of the organization's teachers, education experts, business and government leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning. The P21 Framework represents both 21st century student outcomes (as represented by the arches of the rainbow) and support systems (as represented by the pools at the bottom). While the graph below in Table 1 represents each element distinctly for descriptive purposes, P21 views all the components as fully interconnected in the process of 21st century teaching and learning.



P21 Framework for 21st Century Learning
21st Century Student Outcomes and Support Systems




© 2009 Partnership for 21st Century Learning (P21)
www.P21.org/Framework

TABLE 1: P21 FRAMEWORK FOR 21ST CENTURY LEARNING

21st Century Student Outcomes-the elements described below are the critical systems necessary to ensure 21st century readiness for every student. 21st century standards, assessments, environments must be aligned to produce 21st century outcomes for today's students.

A. Mastery of Fundamental/Key Subjects-include: English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history and Government and Civics. In addition to these subjects, P21 believes schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum such as global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. GBA's entrepreneurial curriculum ties in with other Common Core State Standards to provide students with these additional interdisciplinary themes.


B. Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life environments in the 21st century, and those who are not. A



focus on creativity and innovation, critical thinking and problem solving, communication and collaboration is essential to prepare students for the future.

C. Information, Media and Technology Skills: Today we live in a technology and media-infused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, students must be able to create, evaluate, and effectively utilize information, media, and technology. Information literacy, reliability, media literacy and ICT (information, communications and technology) literacy are essentials for 21st century students.

D. Life and Career Skills: Today's life environment requires far more than thinking skills and content knowledge. The ability to navigate globally and be competitive in the information age requires students to pay rigorous attention to developing adequate life and career skills including: Flexibility & Adaptability, Initiative & Self Direction, Social & Cross-Cultural Skills, Productivity & Accountability, Leadership & Responsibility.




GBA believes all students enter school with an inherent trust and belief that the educational system will provide them with the necessary education and skills to be competitive in a constantly changing world and successful in their futures whether it is post-secondary education or career choices. The environment that GBA focuses on encompasses all four of the elements of the P21 Framework. These elements will enable students not only to be successful in meeting the Common Core State Standards and California Content Standards but will additionally empower them to be competitive and successful in a changing global economy in the 21st Century.

21st Century Support Systems - In order to ensure the elements of P21 Framework are meeting and exceeding the needs of the students, critical systems are necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

A. 21st Century Standards - 21st century skills encompassing content knowledge and expertise, helps to build understanding across and among academic subjects as well as 21st century interdisciplinary themes. An emphasis on deep understanding rather than shallow knowledge will engage students with the real world data, tools, and experts they will encounter in college, on the job, and in life. Students learn best when actively engaged in solving meaningful problems as it allows for multiple measures of mastery. GBA's flipped classroom model requires student engagement as part of the Project Based Learning, and Service Based Learning.




B. Assessment of 21st Century Skill - Traditional summative assessments are no longer effective testing tools for gauging 21st Century skills. Both high-quality




standardized testing along with effective classroom formative and summative assessments are now the key standard. Student performance that is deep-seeded into everyday learning should be emphasized for useful feedback. An example of formative and summative assessments that measure student mastery of 21st century skills is the use of technology and enabling development of student work portfolios as well as student assessment programs such as Illuminate, etc. With teachers designing their daily lessons and units to maintain appropriate progress through the CCSS as well as to address the learning needs of all students to ensure curricular access is equitable.

C. 21st Century Curriculum and Instruction - Integrating community resources is encouraged for the 21st Century curriculum and instruction. Learning methods that integrate the use of technologies, inquiry and problem based approaches lead to higher order thinking skills. GBA's curriculum will benefit from collaboration with community leaders and organizations for their Service Based Learning and Entrepreneurial Curriculum.




D. 21st Century Professional Development - these programs for teachers model the type of classroom learning that best promotes 21st century skills for students. It cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses. Teachers are able to balance direct instruction with project-based teaching methods that encourage knowledge-sharing among communities of practitioners. This also helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning. All of this supports the continuous evaluation of students' 21st century skills development. GBA's partnership with University of California, Irvine includes teacher developmental programs wherein students will be learning with their peers as a face-to-face interaction and collaboration while sharing their experiences and knowledge.

E. 21st Century Learning Environments - should support PLCs (professional learning communities) that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice. This enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work). Equitable access to quality learning tools, technologies and resources must be allowed which supports expanded community and international involvement whether through face-to-face or online. GBA's flipped classroom model allows our students to view lessons from highly acclaimed educators from around the globe. In providing a high technology based school, our teachers are also able to expand their educator's community with other teachers internationally online. Our flipped classroom model also promotes working in groups and teams in addition to individual learning which helps support learning in 21st century modalities.



We have created an environment that focuses on the premise that students need to be educated according to 21st century knowledge and skills for success in a globally and digitally interconnected changing world. One method GBA utilizes to provide this level of education to students is by using the P21 Partnership for 21st Century Learning



concept. Teaching the content of the state standards through the P21 Framework's four (4) elements allow students to be educated in the 21st century and gain competitive advantage in a changing global environment. These elements will enable students to think critically, problem solve, be self-motivated, competent life-long learners.

2. Webb's Depth of Knowledge (DOK)

Norman Webb's DOK (Webb, N. (March 28, 2002) Depth-of-Knowledge Levels for four content areas can help teachers create productive environments where all students learn as this model categorizes tasks according to the complexity of thinking required to successfully completing them. (Gerard Aungst, September 4, 2014. www.edutopia.org). Webb's model categorizes assessment tasks by different levels of cognitive expectation, or depth of knowledge, required to successfully complete the task. (Karin K. Hess for the Common Core Institute). Webb starts by categorizing tasks into four levels:

- **Level 1: Recall and Reproduction**

Elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content usually involves working with facts, terms, details, calculations, principles, and/or properties. It may also involve the use of simple procedures or formulas. There is little or no transformation of the target knowledge or skill required by the tasks that fall into this category. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be figured "out" or "solved". The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

- a.) Student's Role: recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures.
- b.) Teacher's Role: questions to direct or focus attention, shows, tells, demonstrates, provides examples, examines, leads, breaks down, defines

- **Level 2: Skills and Concepts**

Level 2 includes the engagement of mental processing beyond recalling, reproducing, or locating an answer. This generally requires students to compare or differentiate among people, places, events, objects, text types, etc.; apply multiple concepts when responding; classify or sort items into meaningful categories; describe or explain relationships, such as cause and effect, character relationships; and provide and explain examples and non-examples. A Level 2 "describe or explain" task requires students to go beyond a basic description or definition to predict a possible result or explain "why"

something might happen. The learner makes use of information provided in context to determine intended word meanings, which tools or approach is appropriate to find a solution (e.g., in a math word problem), or what characteristics to pay attention to when making observations. At this level, students are asked to transform/process target knowledge before responding. At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, classify, extend, make basic inferences and estimating are usually Level 2.

- a) Student's Role: solves routine problems/tasks involving multiple decision points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates/explains with examples or models, examines.
- b) Teacher's Role: Questions to differentiate, infer, or check conceptual understanding, models, organizes/reorganizes, explores possible options or connections, provides examples and non-examples

- **Level 3: Strategic Thinking**

This level demands the use of planning, reasoning, and higher order thinking processes, such as analysis and evaluation, to solve real-world problems or explore questions with multiple possible outcomes. Stating one's reasoning and providing relevant supporting evidence are key markers of Level 3. The expectation established at this level requires an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 3 tasks focus on in-depth understanding of one text, one data set, one investigation, or one key source, to reach a solution or create a final product. At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.


- a) Student's Role: Uncovers and selects relevant and credible supporting evidence for analyses, critiques, debates, claims and judgments; plans, initiates questions, disputes, argues, tests ideas/solutions, sustains inquiry into topics or deeper problems, applies to the real world.
- b) Teacher's Role: Questions to probe reasoning and underlying thinking, asks open-ended questions, acts as a resource and coach, provides criteria and examples for making judgments and supporting claims, encourages multiple approaches and solutions; determines when/where (text, concept) depth and exploration is most appropriate



- **Level 4: Extended Thinking**

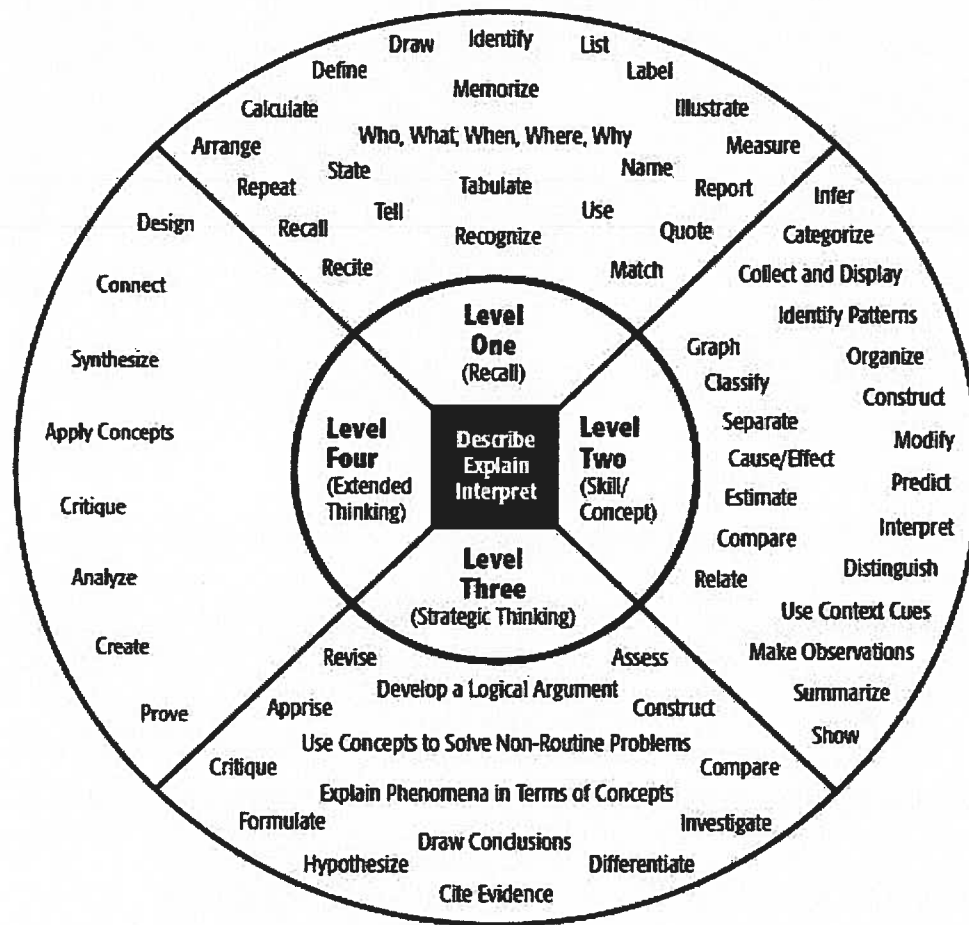
Tasks assigned to this level demand extended and integrated use of higher order thinking processes such as critical and creative-productive thinking, reflection, and adjustment of plans over time. Students are engaged in conducting multi-faceted investigations to solve real-world problems with unpredictable solutions. Employing and sustaining strategic thinking processes over a longer period of time to solve the problem or produce an authentic product is a key feature of objectives assigned to DOK 4. Key aspects that denote this particular level typically include authentic problems and audiences, and collaboration within a project-based setting. DOK 4 tasks expand the breadth of the task by using multiple texts or sources, or multiple concepts/disciplines to reach a solution or create a final product. Level 4 tasks require the most complex cognitive effort. Designing a survey and interpreting the results, analyzing multiple texts to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

- a) Student's Role: Use resources, collaborates, plans, organizes, and modifies, to create concrete, tangible products
- b) Teacher's Role: Questions to extend thinking and broaden perspectives; facilitates teaming, collaboration, self-evaluation



DOK Levels are *not* sequential. Students need not fully master content with Level 1 tasks before doing Level 2 tasks. In fact, giving students an intriguing Level 3 task can provide context and motivation for engaging in the more routine learning at Levels 1 and 2. DOK levels are also *not* developmental. All students, including the youngest preschoolers, are capable of strategic and extended thinking tasks. What they look like will differ, and what is Level 3 to a 6th grade student may be a Level 1 task for a high school student. All students, however, should have opportunities to execute complex reasoning in practice. See DOK chart below in Table 2 with levels and examples of activities within each level.


Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Webb Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wisconsincenter.org/WAT/index.aspx>>


TABLE 2: WEBB'S DEPTH OF KNOWLEDGE LEVELS AND ACTIVITY EXAMPLES



Norman Webb's Depth-of-Knowledge (DOK) schema has become one of the key tools educators can employ to analyze the cognitive demand (complexity) intended by the Common Core and State standards, curricular activities, and assessment tasks. GBA along with many educators, believe that this model categorizes assessment tasks by different levels of cognitive expectation, or depth of knowledge, required to successfully complete the task, therefore, students are better able to individually learn reflecting on their own recollection of knowledge, skills and be able to think strategically drawing on their own reasoning and extended thinking. This model will empower students to be successful in their learning and gain the competitive advantage necessary in a changing global economy.

3. Project Based Learning (PBL)

PBL has been defined as a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem or challenge. They explore real-world problems and challenges engaging them in active, cross-curricular learning and inspiring them to obtain a deeper knowledge of the subjects they are studying.



Decades of research, John W. Thomas, Ph.D., A Review of Research On Project-Based Learning, March 2000, has shown PBL as an effective method of learning. These methods are not new in teaching but when used effectively, the outcome is a measurable difference in student achievement:

- **Improved learning** - students understand the content more deeply allowing them to remember and retain it longer which allows them to apply what they know to new situations. Students are more successful in the long term. (Darling-Hammond, 1996; Zimmerman, 2002).
- **Standards are addressed** - PBL is an effective way to meet Common Core State Standards and other present day standards that emphasize real-world application of knowledge and skills such as critical thinking/problem solving, collaboration, communication, speaking and presentation skills. See below under section of what GBA teachers use to develop PBL programs.
- **Building necessary skills for 21st century** - No longer are basic knowledge and skills enough to be successful in the 21st century workplace and college. With PBL, students learn how to solve problems, work in teams by collaborating, communicate ideas, manage themselves, and build their confidence while taking initiative and responsibility in their own learning.
- **Students more engaged with new opportunities** - PBL allows students to be active as the project engages their hearts and minds and provides real-world relevance to what they are learning. Opportunities to use a variety of technology tools that allows them to find resources and information to create




but also collaborate and connect with experts, partners, and audiences around the world.

- **Teachers find it rewarding and enjoyable to teach again** - PBL allows teachers and students to both be active and engaged to do high-quality, meaningful work. This has brought the discovery to joy in teaching in teachers alongside their students. (Strobel & van Barneveld, 2009).


Teachers plan their lessons with these tasks in mind:

- Setting clear goals to ensure students know what is expected of them
- Students learn at their own pace and ask questions when they don't understand
- Students are held accountable for their time by sharing their work so teachers can see their progress on a daily basis.
- Teachers set deadlines for each day, step and the project itself
- Teachers share rubrics in advance to help students understand what they should be taking away from the project.


Some key elements teachers at GBA use to design PBL:

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- The project focuses on student learning goals, standards-based content and skills such as critical thinking/problem solving, self-management and collaborations with other students
 - Projects are developed to support the CCSS on an individual and cross-curricular basis
 - The topic of the project must be a meaningful problem to solve or question to answer with the appropriate level of challenge. It should be real-world context or speaks to students personal concerns, interests and issues in their lives
 - Students will be engaged in a rigorous, extended process of asking questions, finding resources and applying information
 - Students have the ability to make some decisions about the project, how they work and what they create
 - Both teachers and students give, receive and use feedback to reflect on learning/teaching, obstacles and how to overcome them
 - Students are tested on their knowledge of the project by explaining and/or presenting it to others outside the classroom

4. SERVICE BASED LEARNING (SBL)



Service-based learning has been defined as “an educational approach that balances formal instruction and direction with the opportunity to serve in the community in order to provide a pragmatic, progressive learning experience. SBL offers students immediate opportunities to apply classroom learning to support and effect positive



change in the community. Knapp, Timothy D.; Bradley J. Fisher (2010). "The Effectiveness of Service-Learning: It's not always what you think". *Journal of Experiential Education*. 33: 208–224.

The intent at GBA is to integrate SBL throughout all state standards curriculum to increase the knowledge, skills, and dispositions needed to develop globally competitive students. By doing this, students are engaged to adapt, synthesize and evaluate the skills and knowledge gained in the formal academic curriculum as they address an identified need in the community and be fully prepared in the 21st century workforce. National Coalition for Academic Service-Learning. As part of GBA's instructional program, we include the following 4 essential elements in our SBL curriculum.


- Meet a real community need-SBL courses are developed to include ongoing processes that allow students and communities to define these needs
- Link to standards based curriculum-SBL at Global Business Academy is intentionally used as instructional strategy to meet or enhance learning goals and/or content state standards
- Meaningful service-partnerships must be worthwhile and valuable to all participants-students, community and faculty
- Ongoing and continuous monitoring, evaluating, assessing and defining the SBL to ensure it meets standards based curriculum and has furthered the learning experience of the student
 - ✓ Community defines their need and communicate developments and accomplishments
 - ✓ Teachers make course adjustments to meet communicated needs




5. CURRICULUM & INSTRUCTIONAL PLANNING BASED ON UNDERSTANDING BY DESIGN MODEL BY WIGGINS & MCTIGHE

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."
Stephen R. Covey, *The Seven Habits of Highly Effective People*

When taking a road trip-we first have to know our destination, i.e. where we are going. To what city or place? One then goes about planning the route and how to get there. Along the way, we may or may not change course if we feel another route is more suitable to help us get to our destination. Does it not make sense that we should do the same when it comes to educating our students? Having a clear standard of what we want the students to learn and know, then plan units and lessons based on how to get the students there? At GBA, we believe in using this method of teaching/learning to meet all standards. When comparing this strategy to traditional method of teaching, the name "Backward Design" has been coined as it denotes this strategy as doing things






backwards. Traditionally, teachers begin with textbooks, lessons, and activities rather than deriving those tools from targeted goals or standards. Teachers plan units and lessons based on these textbooks first, regardless of how students will comprehend or learn the material. This Backward Design was modeled by Wiggins & McTighe, 1999 and is the basis on how GBA teachers plan their lessons.

Oxford English Dictionary puts the word “design” as meaning to have purposes and intentions; to plan and execute. Below are the three steps our teachers implement in designing their daily lesson plans:

A. Identify the Desired Results and/or end Goals: What are the established content standards students should know, understand and be able to do? What are the end goals the teacher wishes students to meet? What’s worthy of understanding? What understandings are desired?

- ✓ Considering the goals for both teachers and students
- ✓ How do we measure student comprehension and mastery?
- ✓ Examine established national, state, and district content standards
- ✓ Review curriculum expectations
- ✓ What do we want students to hear, read, view, research or encounter?
- ✓ What important knowledge, facts, concepts, principles, skills do we want students to successfully accomplish?



B. Determine What is Acceptable Evidence that Students have met the Desired Results and/or end Goals: How will we know if students have achieved the desired results and met or exceed the standards? At this stage GBA teachers are encouraged to think like an assessor before designing units and lessons. This causes our teachers to consider up front how they will determine whether students have attained the desired understandings listed in step 1. More importantly, this stage requires teachers to continually assess students before proceeding to the next unit:

- ✓ Informal checks for understanding such as oral questions, observations and dialogues
- ✓ Use of Interim Assessment Blocks (IABs) aligned to the SBAC comprehensive assessment
- ✓ Traditional quizzes, tests and open-ended academic prompts check for content knowledge
- ✓ Performance tasks and projects such as project based learning, Service Base Learning that GBA incorporates into the curriculum require students to apply content, skills and judgment to solve problems
- ✓ A balance of multiple types of formative and summative assessments are important
- ✓ Open ended questions that require critical thinking



C. Plan Learning Experiences and Instruction that meet steps 1 and 2:

With clearly defined results and established acceptable evidence of student understanding in mind, GBA Teachers can now plan instructional activities keeping in mind the following important questions:

- ✓ What knowledge and skills will students need to perform effectively to achieve the desired acceptable results?
- ✓ What materials and resources are best suited to accomplish these goals?
- ✓ How should it best be taught in light of the goals and standards?
- ✓ Is the overall design meaningful and effective to meet the desired results?
- ✓ What activities will equip students with the needed knowledge and skills?
- ✓ Activities must be varied and require using their minds as well as hands on


Throughout this 3 step planning process, GBA teachers are asking essential questions and getting continuous feedback from students and other teachers within the department. This helps to achieve the end goals of student understanding. Research has found that when students understand a concept, they can see the bigger picture and are more aware of their own knowledge. Teachers at GBA encourage students to think deeply and challenge them to make sense of new ideas.






6. FLIPPED CLASSROOM MODEL

This instructional strategy is a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom.

Global Business Academy recognizes that due to technological advances, our students must be prepared to learn in the 21st Century. In doing so, they must make use of all available sources globally in order to be competitive. One such source is the advantage of learning from experts from all over the world through online sources. In a Flipped Classroom at GBA, lessons are viewed at home through online videos. All students will be assigned a tablet at the beginning of the school year if they do not have access to one at home. The tablets allow students to access their lessons online and perform any research necessary. For those students who do not have access to the internet, they may stay at school and access their lessons during school hours, within their Advisory period or after school. The next day, teachers transform the learning space in the classroom into a dynamic, interactive learning environment where students are guided as they apply concepts and engage creatively in the topic matter. Classroom time is spent engaging and supporting students in the concept that was viewed the night before. Questions are asked by our teachers to ensure student understanding of the concept. Questions can be in the form of surveys, tasks, games, projects, or collaborative team-work. These “questions” are designed for teacher assessment of each student every few minutes before proceeding to the next concept. Our typical classroom has the following characteristics:



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- A. Classroom environments are flexible GBA teachers can physically rearrange their classrooms to accommodate a lesson or unit to support group work, independent study, or assessment. Our teachers are flexible in their expectations of student timelines for learning and in assessing student learning.
 - 1. The students are provided with different ways to learn content and demonstrate mastery
 - 2. Our teachers continually observe and monitor students to make adjustments when appropriate
 - 3. Time frames are established to permit students to interact and reflect on their learning as needed.

 - B. Specific and Intentional Content is used to help students develop conceptual understanding. Our teachers determine what they need to teach keeping in mind the standards and what materials students need to explore on their own to meet or exceed these standards.
 - 1. Our teachers differentiate to make content accessible and relevant to all students
 - 2. Teachers may create relevant content through videos or tutorials for their students
 - 3. Our teachers also prioritize concepts for learners to access outside of the classroom setting to support student inquiry skills.

 - C. Classrooms are Learner-Centered. In-class time is dedicated to exploring topics in greater depth and creating learning opportunities. Students are engaged in meaningful activities as they discuss the lesson from the night before.

This strategy not only allows GBA teachers to continually observe their students and accessing their work but it affords students the opportunity to view their lesson materials more than once in the comfort of their home. Students are able to view the material at their own pace. Special-needs and English Language Learner students can view the videos multiple times for additional help with the lessons and parents can see what students are doing in a particular subject. Students enter their classrooms the following day prepared to ask questions and engage with other classmates in doing planned activities intentionally designed to test their understanding of the materials. The classroom is also a place where teachers are assessing the students' level of understanding by using strategies such as Webb's Depth of Knowledge. GBA believes by having classroom time dedicated towards engaging activities, students will exude a deeper knowledge of the materials as the intentional activities are teaching them to think critically as they apply what they have just learned. Students use the tools to research, write, solve problems, create projects, communicate and learn in a way that makes sense to them. When used effectively, technology increases student



engagement, provides more opportunities for students to become independent learners and enhances rigor.

Our teachers are also able to conduct ongoing formative assessments during class time through observation, by taking notes for future planning, or through the use of programs such as Illuminate, etc. Collaborating with other teachers within the school also helps our teachers take responsibility for transforming their practices. With the approval of a grant from Acellus, GBA will be using their online curriculum as a form of video content. More information about Acellus is found on page 70.

7. ENTREPRENEURIAL CURRICULUM

As Global Business Academy believes in educating our students to be competitive in the 21st century, we feel having an entrepreneurial education adds to that belief. P21st Century Framework believes schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum such as global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. Entrepreneurship is seen as a major engine for economic growth and job creation (Wong, 2005). Entrepreneurial education is also frequently seen as a response to the increasingly globalized, uncertain and complex world we live in, requiring all people and organizations in society to be increasingly equipped with entrepreneurial competencies (Gibb, 2002).



Not only is learning about entrepreneurialism moving beyond basic competency according to P21st Century Framework, but admission standards at UCI are no longer just about the grades or the classes taken. At UCI and most colleges, the admissions office is looking at the “total package” one could say of the student. By requiring written essays as part of the application process, these universities are looking at more than just the student’s writing ability. Having this additional entrepreneurial education along with the internship requirement, adds to this “total package” for our students and provides them with an advantage against others.

Why entrepreneurial education? Research has shown that this type of hands-on experiential learning through a series of interdisciplinary lessons aligned with state standards in math, science, social studies and language arts has allowed students to achieve more interest, joy, engagement and creativity in their education. (Johannisson, 2010, Lackéus, 2013). Results also show increased motivation and school engagement and alleviating problems of student boredom and dropout (Deuchar, 2007, Surlemont, 2007, Mahieu, 2006, Nakkula et al., 2004). E


Entrepreneurial education is important, and even crucial, for several reasons:




- It lets students know that starting and operating a business and becoming an entrepreneur is a career option that is open to them, just like being a teacher, architect or doctor;
- Students become familiar with and identify needs within the community
- Teaching entrepreneurship to students in school gives them a marketable skill while still in high school and beyond. This skill gives them many options for summer jobs or internships;
- Learning about entrepreneurialism reinforces their basic skills in reading, writing and mathematics because as they learn how to start a business (a topic students typically find exciting and interesting) all of the basic skills are required;
- Students increase their financial literacy skills level by learning how to start and operate a business;
- People who learn business concepts and entrepreneurship, and who do not go on to become entrepreneurs, become better employees in the company (entrepreneurs) because they understand what it takes to make a company successful.

GBA students' entrepreneurial learning will include writing business plans, writing resumes, running student businesses and providing services to the community. Business Courses focus on business application and laws involving entrepreneurship. Internships allow students to work in a field of interest to experience the specific duties required by that industry. Topics include Financial Literacy, Global Awareness, Health Literacy, and Environmental Literacy as it pertains to Entrepreneurialism. Other Entrepreneur aspects such as Marketing, Social Media, Public Relations, Human Resources, Production, and Networking are additional lessons of the curriculum.

Our curriculum at GBA will integrate the entrepreneurial learning process into other subjects of general education. Skills such as creativity, innovation, risk taking, ability to plan and manage projects in order to achieve stated objectives are what our students will strive to meet. We will be encouraging them to act upon opportunities and ideas and transform them into value for our society. This is the goal with our partnership with the University of California, Irvine, Blackstone Launchpad-Antrepreneur Center. Through their network of 500,000 students and alumni worldwide, our students will be able to connect and interact with other like-minded entrepreneurs throughout the world. To gain knowledge, to expand their learning, to experience other cultural lives, to interact, to think creatively and to enjoy themselves while learning are the goals of emphasizing entrepreneur curriculum. With globalization, we feel our students need these entrepreneurial skills and abilities to thrive in an ever-changing world. This entrepreneur curriculum furthers GBA's goals of educating students to be globally competitive and successful in the 21st Century.

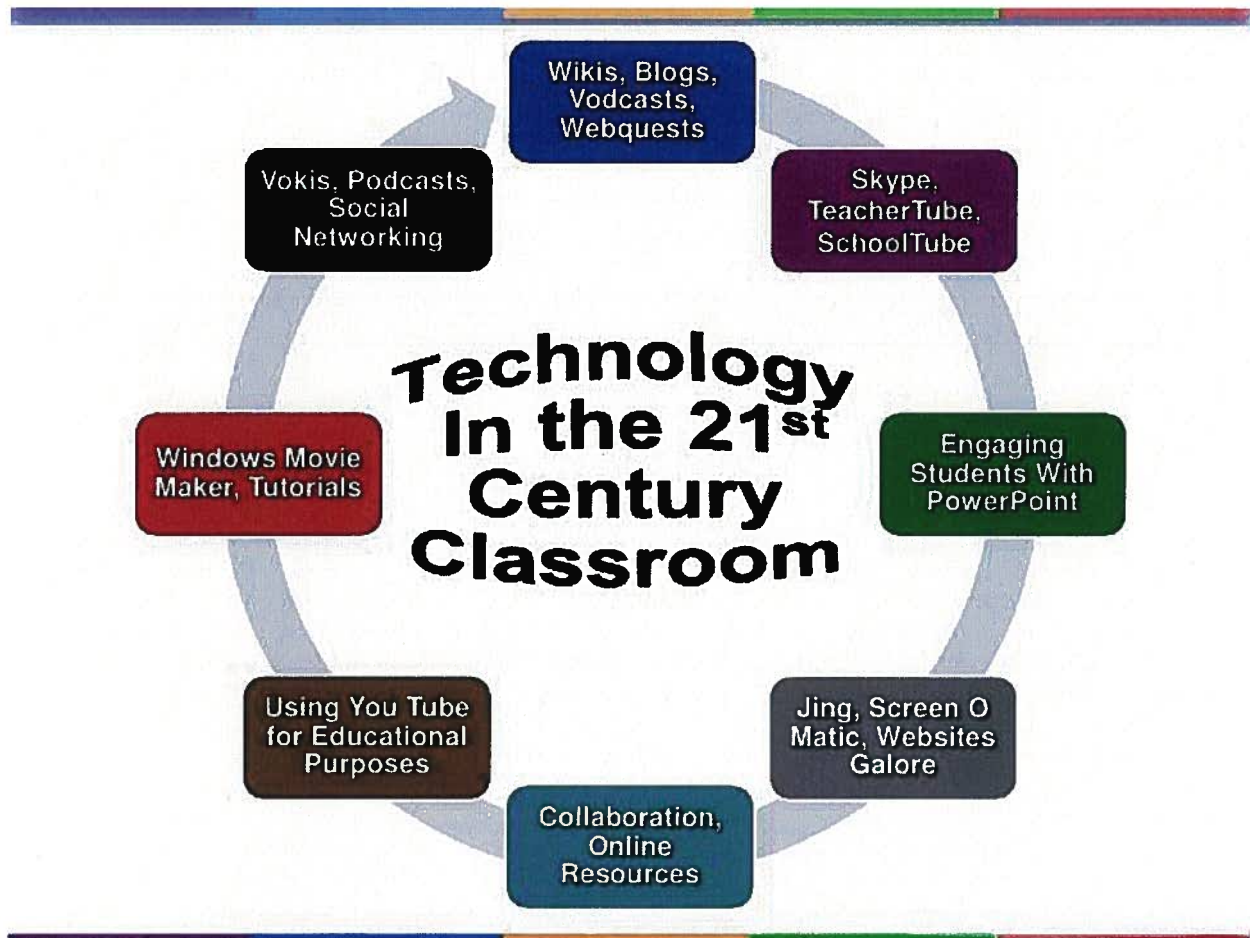


An example of how blogs are used in the classroom can be seen when our teachers post a question on a blog. This question will motivate students to research the information and share their findings through a blog that can be accessed globally. This also allows teachers to get an understanding of what his/her students are thinking. The report, *IT Opportunities in the Education Market*, revealed that 78 percent of K-12 teachers and administrators believe technology has positively impacted the classroom and the productivity of students. Roughly 65 percent of educators surveyed also believe that students are more productive today than they were three years ago due to the increased reliance on technology in the classroom.



Technology is enabling the use of more interactive educational tools which has turned into a more dynamic learning experience that directly benefits the students. Tools in the past can now be accessed through a hand held device where information can be accessed with their fingertips. This has made education enjoyable as it engages students when the classes are more interactive and interesting. Using technology in the classroom also promotes independent learning for students and a new and exciting way to learn and teach for teachers. As a 21st century tool, using technology in the classroom changes it into a collaborative one as students are able to connect with other classrooms throughout the world. The classroom is now alive with action-teaching, learning, creating, exploring, and innovating. Classrooms can be transformed into international learning spaces with students globally using such apps as Nearpod, Padlet, Kahoot!, Google Classroom and Periscope. Video conferencing platforms such as Google Hangouts and Skype in the Classroom allow students to connect sharing their stories and information.

GBA classrooms will be equipped with smart boards and each student will have a tablet or laptop. GBA teachers can pose questions and students can answer through their tablets without fear of saying the wrong answer. The technology will allow GBA students to explore and broaden their learning outside of what's discussed in class and gain experience as they find new apps, services and tools that are coming out each day. This gives them an immense competitive advantage in getting summer jobs, internships and/or starting their own business as well as addressing technology skills necessary for the SBAC.




GBA will encourage all students to take programming and coding classes as well as exposure to hardware and software technology. As technology changes so does the need for our students to keep up with today's latest tools and gadgets. We plan on equipping our students with as many competitive advantages as possible to ensure their success in the 21st Century.

SUMMARY OF EDUCATIONAL PHILOSOPHY


GBA's educational philosophy is to *actively engaged* students in their learning by presenting content material in an engaging and relevant way that keeps students self-motivated toward their learning objectives and higher order thinking. It is GBA's desire to help students meet their fullest potential by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas.

The eight (8) strategies of GBA's educational philosophy along with an integrated approach to encourage entrepreneurial thinking will be broad based, drawing on many content areas. At GBA students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to




all students while formatively and summatively assessing for student mastery of all concepts and state content standards.

California content standards serve as the foundation for all GBA curriculum and instruction. Entrepreneurship is integrated into curricular content areas. Our course of study utilizes an integrated entrepreneur thematic approach that follows the curriculum set forth with the National Center Standards for Entrepreneurial Education. Entrepreneurial curriculum is in natural alignment to virtually all mathematics concepts. For example, students are exposed to concepts and values of entrepreneurship, such as creativity, leadership, ethics, teamwork, persistence, and risk-taking. They are challenged to pursue a considerable amount of online, library, and field research both in and outside of school. Partnerships with community businesses and leaders are fostered in order to involve the community while allowing students to learn beyond school walls. Their studies consistently reinforce an entrepreneurial attitude and the aforementioned values. In middle school, students participate in entrepreneurial concepts, the basics of being an entrepreneur, and exploring entrepreneurialism in every industry. Students apply the fundamentals of entrepreneurship, so basic knowledge and skills can be developed. Students will be required to develop business ideas on how to solve a world problem or make life better for our world. Community businesses, entrepreneurs and executives are brought in to share their experiences with our students while helping develop their ideas into fruition. Our partnership with University of California, Irvine, Blackstone Launchpad, Antreprenuer Center with a network of 500k students and alumni will allow our students to connect with like-minded entrepreneurs throughout the world.



GBA will require students to study Mandarin as a foreign language. Students may also be offered Spanish and French as language electives. Foreign language is a graduation requirement with GBA in addition to UCI eligibility. Mandarin will add to our students being globally competitive as it is the number one spoken language in the world with approximately 1 billion Chinese people using it as their native language.

The integrated approach of National Center Standards for Entrepreneurial Education along with California Content Area Standards is one of many of GBA's greatest strengths. As an example, math courses include product cost assessments and pricing, financial management and sales concepts; computer science and art courses incorporate topics in marketing and advertising. Students are constantly and consistently stimulated in entrepreneurial issues and immersed in the entrepreneurial mindset. Literature, the arts, history, social issues, government, economics, architecture, medicine, science, and the study of technology all complement one another in the curriculum.



The instructional design addresses identified needs of all students, including students with special needs, English language learners, and gifted students, to facilitate high academic achievement levels according to the California content standards. GBA will employ instructional methods and materials based on standards-based assessments to guide and plan instruction. Additionally, methods of instruction include a collaborative




mindset whereby parents were encouraged to participate and volunteer in the classroom and school activities.


GBA's foundational educational philosophy is to employ a rich repertoire of instructional strategies, curriculum, and materials. GBA will address the needs of all students, including students with special needs, English language learners, and gifted students, which will facilitate high academic achievement-levels according to the California content standard. GBA will use instructional methods and materials based on standards-based assessments to guide and plan instruction. Additionally, methods of instruction include a collaborative mindset whereby parents are encouraged to participate and volunteer in the classroom and at school activities.


Integrated Strategies

As mentioned in our Vision and Goals section on page 6 above, GBA intends on providing rigorous academic content so that all our graduates are UC eligible and learn about entrepreneurialism with that topic being integrated into the general curriculum. GBA will be able to meet these goals by using the above listed strategies. In order to be UC eligible, GBA's graduation requirements are more stringent than the traditional A-G requirements, we have purposely picked the above 8 strategies to ensure success of our students.




First of all, GBA's use of the flipped classroom model allows students to review lessons numerous times before entering class the next day. Why is this important? This is important because students are not forced to rely on taking copious notes during teacher lectures in class and hopefully understand it enough to do homework at home many hours later. The online lessons allow students to review and learn at their own pace. This is especially important with EL students and students with special needs. All students will be assigned a tablet at the beginning of the school year if they do not have access to one at home. The tablets allow students to access their lessons online and perform any research necessary. For those students who do not have access to the internet, they may stay at school and access their lessons during school hours, within their Advisory period or after school. The next day when students enter class, it is time to be engaged in tasks, projects or activities intentionally designed by teachers using the Backward Design method to emphasize their learning and test their knowledge. Our teachers have already identified the desired results of where they want the students to be in their learning and what they are to be learning. Based on this, projects are designed to meet those goals. This Backward Design also allows our teachers to test student's knowledge and mastery of the lesson viewed the night before. The projects themselves are designed to improve learning and engaging students while they learn how to solve problems, work in teams by collaborating, communicate ideas, manage themselves, and build confidence while taking initiative and responsibility in their own learning. These are all skills necessary to succeed in the 21st Century. Additionally, all students learn differently, some through listening or seeing while others by actually doing something with their hands. We believe, projects are a way to reach students with all learning channels.







When projects are service based, this increases their knowledge, skills, and dispositions needed to develop into globally competitive students in the 21st Century. With service based projects, students are engaged to adapt, synthesize and evaluate the skills and knowledge gained in the formal academic curriculum as they address an identified need in the community and be fully prepared in the 21st century. This gives them awareness of not only their community but globally in order to solve these needs. All of this understanding and knowledge is possible because GBA implements Webb's Depth of Knowledge in teaching our students. They are taught to first recall and reproduce knowledge and or skills they have learned through their lessons in order to perform these projects or tasks. This usually involves working with facts, terms, details, calculations, principles, and/or properties. It may also involve the use of simple procedures or formulas. Then they are able to use these facts, terms, calculations... to solve the "why" with their projects and routine problems/tasks involving multiple decision points and concepts. They may need to construct models to show relationships, demonstrate the use of conceptual knowledge, compile and organize, illustrate/explain with examples or models. GBA teachers are there to differentiate, infer, or check conceptual understanding, provide models, organize/reorganize, explore possible options or connections, or provide examples and non-examples.



By being able to solve the "why" from above, Webb's DOK further teaches our students to now select the relevant and credible supporting evidence for continued analyses, critiques, debates, claims and judgments. They may use this information to plan, initiate questions and disputes, to argue, test ideas/solutions, or even to sustain an inquiry into topics or deeper problems, that applies to the real world. Lastly, our students will be engaged in critical and creative-productive thinking, reflection, and adjustment of plans over time. Students are immersed in conducting multi-faceted investigations to solve real-world problems with unpredictable solutions. Webb's DOK reinforces the student's ability to be globally aware adding to the P21st Century learning. Without the 4 levels of Webb's DOK, students' learning may not reach the level of depth necessary to achieve mastery of rigorous classes and content in order to meet GBA's more stringent graduation requirements.




Having high technology use at GBA is the glue that combines all the 8 strategies together. Without it, our flipped classroom model would not work. Our students would not be able to view their lessons online or perform additional research necessary in the furtherance of their projects. Technology is also crucial in having our students have that global awareness of what is happening in other parts of the world, but more importantly the ability to connect with experts around the world through technology and learn from them will be invaluable. Through UCI's Blackstone Launchpad Antrepreneurial Center, our partnership with them allows our students to connect with over 500,000 students, alumni and entrepreneurs from around the globe. Additionally, with GBA students taking Mandarin as a graduation and UC eligibility requirement, connecting with our planned sister school in China will be a learning experience not possible without technology.




Lastly, the entrepreneurial aspect is weaved into the curriculum itself as students are learning about financials, marketing, business plans, production, public relations....in the pursuit of their projects.

Integrated Curriculum



Global Business Academy's integrated curriculum is one of an interdisciplinary approach. To achieve this, we use the above listed eight (8) strategies. In an interdisciplinary approach, teachers organize the curriculum around common learnings in a cross-curricular manner. They chunk together the common standards embedded in the disciplines to emphasize interdisciplinary skills and concepts. Boyd, Shaudra, *Integrated Curriculum: Definition, Benefits & Examples*. For example, Math, English Language Arts and entrepreneurial concepts could be reinforced in a science class as teachers request students to build a 3 dimensional globe costing under \$10 to market where funds get used towards a community need as one of their projects. This project incorporates the California Content Area Standards, entrepreneur education, project based learning and service based learning. Webb's Depth of Knowledge (DoK) will be tested as students recall the concepts of what 3 dimensional is, the geography landscape for the globe in addition to finance and production costs of the globe itself. After recalling this information, students must now make a decision as to how they will approach or begin this project (level two (2) of DoK). Level three (3) calls for the students' planning, reasoning, and higher order thinking processes, such as analysis and evaluation, in other words this is when students think strategically in order to execute this globe project or explore questions with multiple possible outcomes in the design. Level four (4) is exhibited when the extended, critical and creative-productive thinking occurs. This allows students to apply their knowledge of 3 dimensions, geography, materials, cost, design, and to then start creating. This level is evident when students are engaged in analyzing, creating, designing, and applying their concepts towards this globe project.



If students are unable to recall any important concepts in order to proceed with their project, they can review the video related to the instructional program at home that evening and come charged with knowledge the next day to work collaboratively with their classmates. There is no need to dig through notes that may or may not exist and if they do exist, the level of detail of the notes themselves will be critical. This reiterates the advantages of the Flipped Classroom Model-allowing students to view lessons multiple times without having to go through notes relying on accurate note taking. Furthermore, teachers can use the Backward Design to help students begin their project by starting with the end goal: using CCSS for Math, Language Arts, and Science to build a 3 dimensional globe costing under \$10 to market. Our teachers can review their curriculum expectations with the students and ask open ended questions where students are required to apply the skills, concepts they've learned in order to solve any problems associated with this project. This is also a way for our teachers to formatively assess student learning. Teachers can now plan activities to best equip the students with the needed knowledge and skills necessary to create this 3 dimensional globe that costs under \$10. The teacher can bring in sample materials for the students to



experiment in creating this globe and be able to calculate the cost of each globe using each material provided.

To further build on this project, teachers can ask students to play a game of “classroom courtroom” where students are divided into the jury, the plaintiffs, the defendants, one judge and numerous attorneys. They are given the task of arguing why their globe is environmentally friendly. Students will investigate the claims about this globe and business practices regarding being environmentally friendly. This game covers the CCSS of Arts, English Language Arts, Math, Science and Social Studies. Students will need to use technology in order to research multiple print and digital sources to form their arguments and specific claims in a text or verbal format about what is a “green claim” and environmentally friendly. Information would need to be presented visually, orally, or quantitatively and interpreted to determine the outcome of this case. Students would need to form arguments and specific claims supported by reasons and evidence claiming otherwise depending on the party they represented. The project culminates when students present their case being viewed by parents, members of the community who assisted in this research, entrepreneurs who might have volunteered their time, attorneys who may have helped to guide their arguments, and the rest of the students and staff at GBA. This is not only engaging that class but the entire school where students can see the result of their hard work and have pride and self-confidence in part of a bigger environment outside of their classroom.



At GBA we feel that through the implementation of our integrated instructional strategies, teachers can help students see the connections and relevance between subjects. We believe this integrated approach will be successful in making students more aware of content area connections, challenging them, providing a learning environment supporting of academic and social needs, dissolving the boundaries among the disciplines, and fostering stronger student/teacher relationships. Similarly, GBA teachers are now provided with a new opportunity to work together, increasing collegiality.

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 2 of the charter (Measurable Pupil Outcomes) for a description of GBA’s annual goals to be achieved in the Eight State Priorities school wide 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).

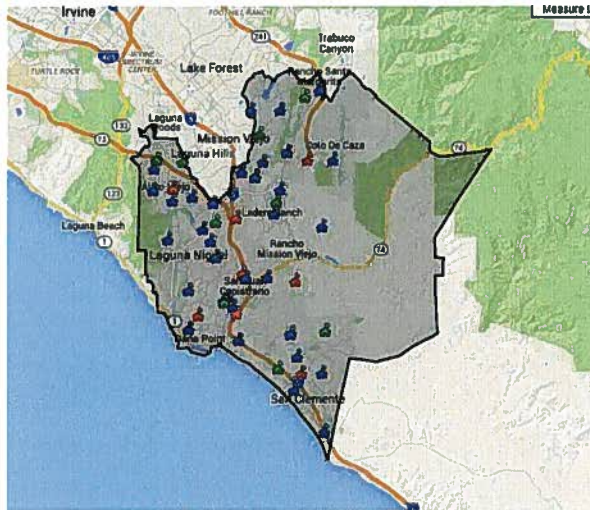
GBA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. GBA shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education 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 GBA at the school site.

WHICH STUDENTS WILL GLOBAL BUSINESS ACADEMY SERVE?

Most of the students served by GBA currently reside within the Capistrano Unified School District (CUSD) boundaries. The CUSD boundaries are comprised of seven (7) cities: San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo, and Rancho Santa Margarita including Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, and Wagon Wheel. CUSD currently operates 55 school sites, including 34 elementary schools, two (2) K-8 schools, 10 middle schools and 9 high schools.



CUSD boundaries encompass 195 square miles. The map above depicts the general area our school will serve. We will serve students from several cities of South Orange County, along with neighboring cities located near Orange County boundaries.

STUDENTS SERVED BY GLOBAL BUSINESS ACADEMY/ DEMOGRAPHICS OF STUDENT BODY

Below in Table 3 is the demographics information for Capistrano Unified School District (CUSD) compared to the State average. A closer breakdown of CUSD demographics can be seen in Appendix A listing student ethnicity for both middle schools and more specifically for high schools served in CUSD. The ethnic/racial student population for middle school is as follows: 63.3% White, 21.1% Latino/Hispanic, 8.2% Asian, and 5.5% Two or More Races (see pages below). The ethnic /racial student population for high school is as follows: 64.5% White, 21.6% Latino/Hispanic, 8.4% Asian, and 5.1% Two or More Races.

According to the 2014 Orange County Community Indicator, proficiency rates as recent as 2013 have dipped for the first time in at least 10 years. Only 65% of Orange County students were proficient or better in ELA and 61% were proficient or better in math. This may have something to do with the fact that dropout rates have increased from the 2011/2012 school year compared to 2009/2010. Especially for Latino students, the dropout rate has increased to the highest at 14%. This is troubling as CUSD serves a student population of approximately 21.6% Latinos in high schools and another 21.1% in middle school. In San Juan Capistrano alone, the population is 38% Latinos, therefore GBA plans on doing numerous community outreach efforts in this city to reach said students. The dropout rates are important to consider, as these students will have a significantly higher rate of poverty, incarceration, teen pregnancy, early death and unemployment. GBA believes with our engaging and collaborative environment where students have a voice in their learning, the dropout rate will be minimal and students will be excited to attend school.

Additionally, this same report states that almost half of CUSD students at 49%(forty-nine) do not meet UC/CSU eligibility requirements. Some or most of these students could be very hard workers but without the proper requirements in place and the tools to achieve those higher requirements, students cannot succeed in meeting UC/CSU eligibility. At GBA, we have worked with UCI in order to create a curriculum based on being UC/CSU eligible. We believe our teaching methods will aid any student in meeting these higher standards. Our college preparatory stage begins in 6th grade as we believe in the importance of post-secondary education. GBA’s mandatory Mandarin curriculum not only allows a student to meet UC/CSU requirements but will also provide them with a globally competitive advantage no matter where they choose for their post-secondary education. GBA plans to help increase CUSD’s percentage of student eligibility for UC/CSU schools and help lower their dropout rate.

With the full completion of Rancho Mission Viejo, as referenced earlier in Statement of Need, CUSD is expected to grow at least by 4,561 more students, more specifically, 836 ninth through twelve (9th-12th) graders and 991 middle school students. With these demographics coming up within the next year, there will be a shortage of space in existing middle and high schools.

Ethnicity	This District	State Average
White, not Hispanic	67.4%	28.6%
Asian	5.2%	8.3%
Hispanic or Latino	18.1%	48.6%
Multiple or No Response	5.8%	3.1%
African American, not Hispanic	1.4%	7.4%
Filipino	1.5%	2.7%
Pacific Islander	0.3%	0.6%
American Indian or Alaska Native	0.2%	0.8%

TABLE 3: DEMOGRAPHICS OF CUSD DISTRICT COMPARED TO STATE AVERAGE

Enrollment rollout for the charter term:

GRADES	2016-17	2017-18	2018-19	2019-20	2020-21
6	136	136	136	136	136
7	136	136	136	136	136
8	136	136	136	136	136
9		170	170	170	170
10			170	170	170
11				170	170
12					170
TOTAL	408	578	748	918	1088

SURROUNDING SCHOOLS SBAC RESULTS

A detailed SBAC results chart is listed on Appendix B comparing overall performance by each grade ranging from grades 6-11. Additionally performance results are also shown for each ethnic group breakdown.

Overall performance for CUSD District are as follows:

- 1) ELA/Literacy Standard Exceeded: 33%
- 2) ELA/Literacy Standard Met: 36%
- 3) ELA/Literacy Standard Nearly Met: 18%
- 4) ELA/Literacy Standard Not Met: 12%
- 5) Math % Standard Exceeded: 28%
- 6) Math % Standard Met: 28%
- 7) Math % Standard Nearly Met: 25%
- 8) Math % Standard Not Met: 19%

CUSD	ELA/ Literacy % Standard Exceeded	ELA/ Literacy % Standard Met	ELA / Literacy % Standard Nearly Met	ELA/ Literacy % Standard Not Met	Math % Standard Exceeded	Math % Standard Met	Math % Standard Nearly Met	Math % Standard Not Met
Overall Perform.	33%	36%	18%	14%	28%	28%	25%	19%

The chart further breaks down performance of CUSD per each grade between 6-11, male and female breakdown, ethnic performance breakdown, EL performance and lastly, economically disadvantaged performance breakdown.



FACULTY

Global Business Academy plans to hire a diverse faculty composed of highly qualified, appropriately credentialed teachers, possessing or working toward CLAD certification, with an enterprising spirit. Global Business Academy plans on posting vacant positions on the EdJoin website as well as getting assistance and referrals from University of California, Irvine's network of teachers through their teacher development program. Global Business Academy follows the Employee Hiring Guide in the process of recruiting, selecting and hiring employees. Teaching applicants must understand the "Role of a GBA educator." Hiring criteria are discussed further in Element 5 under "Employment Qualifications."


HOW GLOBAL BUSINESS ACADEMY WILL ACHIEVE STUDENT SUCCESS

1. **Utilizing Depth of Knowledge** - Norman Webb's Depth-of Knowledge allows our teachers to continually assess students' level of understanding. As this concept does not require mastery of one level to move on to the next, students are able to learn at their pace while allowing for teachers to make changes to their lesson plan to meet the desired end goal. Webb's four levels of knowledge of recall and reproduction, skills and concepts, strategic thinking, then extended thinking can be used in a cross curricular manner to support student learning and proficiency with the CCSS.

Norman Webb's Depth-of-Knowledge (DOK) schema has become one of the key tools educators can employ to analyze the cognitive demand (complexity) intended by the Common Core and State standards, curricular activities, and assessment tasks. GBA believes, along with many educators, that this model categorizes assessment tasks by different levels of cognitive expectation, or depth of knowledge, required to successfully complete the task, therefore, students are better able to individually learn reflecting on their own recollection of knowledge, skills and be able to think strategically drawing on their own reasoning and extended thinking. This model will empower students to be successful in their learning and gain the competitive advantage necessary in a changing global economy.


2. **Ongoing formative and summative assessments** - Global Business Academy believes that it is crucial for our teachers to continually assess their students' knowledge before proceeding to the next lesson unit. One of the ways to do this is by using Understand by Design by Model by Wiggins & McTighe, 1999.

By starting with the desired end goal with clear and defined Content standards, our teachers by "design" plan their lessons backward on how to



bring students to get to the end goal. This not only allows our teachers to continually assess the students but to make lesson changes when deemed necessary to meet those goals. GBA believes the traditional method of testing a student's knowledge at the end of the lesson, chapter or semester is not a clear indicator of mastery. Research has shown that a balance of both formative and summative assessments is the better gauge of student's knowledge. Additionally, programs such as Illuminate allow instructors to assess students quickly and comprehensively in a formative and summative manner to develop data to guide instructional practices.


- 3. Staff Development** - At Global Business Academy we plan on utilizing the latest technology in the classroom, applying newer methods of teaching, implementing new concepts for learning and regularly making changes as necessary to ensure the success of our students. As such, having the appropriate staff with the same mindset and skills will be crucial in carrying out the goals and vision of GBA. Our partnership with the University of California, Irvine, affords us teacher development opportunities not only with the regular curriculum but also with the Gate program. In addition, GBA staff will be encouraged to seek higher education degrees outside of attending workshops and professional conferences.



It is our belief that teachers need to be active with their peers in order to share knowledge and experience. They also need to be aware of new techniques and strategies that directly affect their profession. In addition to staff development opportunities, the instructional staff will participate in regular professional learning communities (PLCs) to plan instruction, develop common assessments, and reflect on effective instructional practices.

- 4. Collaborative Environment** - GBA will be fostering a collaborative environment with our parents, staff, community, and all stakeholders. GBA will establish a parent organization to provide parents a voice with their selected representatives. Parents will be encouraged to participate in parent development workshops provided by GBA and University of California, Irvine. GBA will be holding parent education events to ensure awareness and understanding for parents. Community organizations will be brought in as part of our Service Based Learning and entrepreneur leaders will be brought in as part of our Entrepreneurial curriculum.

GBA believes by having this collaborative environment for students, they will continue to exhibit these skills beyond the school setting.

- 5. Recognition/Awards** - Students will be held to a higher standard of achievement compared to traditional schools. GBA believes in doing so, students should be recognized for this hard work. We plan to implement the Latin honors system, which primarily is used at universities. Since
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GBA graduates will be competitive with a UC or private university globally, using the Latin honors system will give them a feeling of collegiate accomplishment. The three levels we plan on using are:

- a. Cum Laude-with praise, honor or distinction
- b. Magna Cum Laude-with great honor or distinction
- c. Summa Cum Laude-with highest honor or distinction

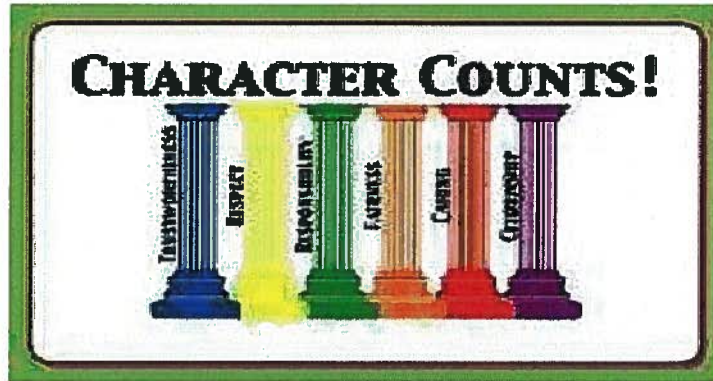
Additionally, the school will establish charters of the National Junior Honor Society (6th – 8th grades) and the National Honor Society (9th – 12th grades) to honor student academic achievement.

6. **Extracurricular Activities** - GBA believes in order for a student to have a well-rounded education, they need to have extracurricular activities once the school bell has ended their school day. This allows students not only to enrich their learning by being with other like-minded students but research has shown it provides an additional social atmosphere of which is pivotal in the success of students. With today's everyday life, students are entrenched in online socialization where face-to-face interaction is few and far between. By creating numerous choices for students, the traditional way of socializing is being included and introduced into students' lives.

Here a few examples, but not limited to, extracurricular activities GBA plans on offering: Chess club, debate club, drama club, yearbook club, student council, full orchestra band, choir, full athletics program, technology club, health and fitness club, and book club.

As student hobbies and interests develop, we will work with students to add additional clubs as necessary to achieve our goal of having successful students dedicated to lifelong learning.

7. **Character Development** - If we are to turn on any media source on any given day, we see many appalling events occurring in our society. Whether it be scams or fraudulent act by others, lying, cheating, homicides, belligerent behavior...it begs the question of "how do these people get to that state?" While there's no way to predict the environment that students will be part of in the future, we can predict and control the environment that will be provided at GBA. With this environment comes the emphasis on character qualities such as honesty, responsibility, integrity, hard work, compassion, respect, self-worth, and self-discipline.



Each month we focus on a new pillar of character and award certificates to students who demonstrate the identified character. GBA believes having this foundation for students will provide them with better decision-making processes and in turn good citizenry.

- 8. Atmosphere of Transparency-** All stakeholders of GBA have a common goal of wanting success for our students. In order to do so, transparency will be pivotal for a collaborative environment to meet this common goal. GBA will post all assignments, tests, exams, quizzes in addition to the school's budget, curriculum and many relevant information we deem necessary so parents, teachers, staff and our community, can use to provide guidance on achieving GBA's goals and vision.

GBA will provide updates for parents through email and keep them informed with information regarding workshops, conferences, and developmental events.


- 9. Higher Standards of Achievement-** How often have we heard the expression "that's all they are capable of?" How often do we hear students being labeled without the proper opportunity for them to prove otherwise? GBA plans on changing that mindset to give our students an opportunity to start wherever their learning leads them. We will use proper and relevant assessment methods to identify gifted learners, special needs, and English language learners' learning styles whether it be auditory, visual or kinesthetic so that students respond to different methods of teaching.

GBA believes once students have been identified as how they respond, we can then set a higher bar of standard for them to achieve. We believe it is intrinsic for students to want to achieve more, to have their parents feel proud of their accomplishments and to strive to keep up with their peers. This type of healthy competitiveness will encourage students to do more and achieve the best. It will bring a feeling of satisfaction and provide a sense of success when the student knows they have accomplished



something of great magnitude whether it is doing well on one test or achieving Magna Cum Laude status.


- 10. Higher Expectation of Achievement-** A recent study conducted in November 2014 by Achieve.org of recent public high school and college graduates found that an overwhelming majority of students who have entered college and the workforce during the past three years say that, knowing what they know now, they would have worked harder and applied themselves more in high school. Over three-quarters of all graduates not in college (77 percent) and nearly two-thirds of those in college (65 percent) would have applied themselves more in high school. Moreover, more than 8 in 10 (81 percent) recent graduates say that they would have worked harder if their high school experience had demanded more of them.




According to the Achieve.org, November 2014 report mentioned above, only one-quarter (26 percent) of recent graduates in college and one-fifth of those in the workforce say that they faced high academic expectations in high school and were significantly challenged. Students who faced high expectations in high school are much more likely to feel well prepared for the expectations of college (80 percent) than are college students who faced moderate (58 percent) or low expectations (37 percent). Similar proportions of non-students who faced high expectations in high school feel that they are well prepared for the expectations of the work force (72 percent), whereas only 36 percent of those who faced low expectations say the same.

More overwhelming studies show a majority of the high school graduates surveyed indicate the expectations they faced in school don't match the expectations once they leave despite attaining a diploma.

Sixty percent of college students and 58% of non-students say they would have worked harder in high school if they knew what they know now about the expectations of college and the working world. Seventy two percent (72%) of college students and 65% of non-students indicate that they would have taken higher-level or more challenging courses in one or more subject area given what they know now about the expectations of college and the working world. Eighty seven percent (87%) of all recent high school graduates surveyed say that they would have worked harder if their high schools had demanded more, set higher academic standards, and raised expectations of the course work and studying necessary to earn a diploma.



Students who report that their high schools had high academic expectations were more likely to feel extremely or very well prepared for college and the working world. Only one quarter of graduates surveyed feel their high school set high expectations. GBA believes in the importance of setting high expectations and demands on our students. With statistics like these as recent as November 2014, it's no wonder our students are not succeeding in post-secondary education or beyond. Setting higher standards allow students to be accustomed to the rigorous demands in college and in their careers.




The discipline needed for demanding school work will also guide them throughout their lives beyond high school. With these high expectations, come GBA's support-system: GBA's teachers, staff, parents and our community, all of which help ensure each student's success. We want our students to succeed and be over prepared for the challenges that lay ahead of them once they graduate from GBA.

ACADEMIC PROGRAM


GBA'S curriculum allows us to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards and Common Core Standards for Reading/Language Arts, Math, Science, History/Social Science, Physical Education, Visual and Performing Arts, and Foreign Language. In addition, our curriculum enriches students further with the entrepreneurial aspect as laid forth by the National Center Standards for Entrepreneurial Education. Entrepreneur education is integrated into the California Content Standards and Common Core.

The academic program emphasizes three distinct program goals:

- 
- Equip students for college - all 6th through 12th grades students engage in rigorous, standards-based curriculum that prepares them for academic, social and financial challenges of obtaining a college education.
 - Prepare students for life - All students will demonstrate real world application of math, science, writing, technology and other tools to problem solve in their communities.
 - Community Partnerships for Learning - Educational achievement at GBA begins first and foremost with the families and then branches into the community. The school leverages community partnerships and offers students a rich curriculum and opportunities for meaningful learning in real-world contexts.

1. GBA Academic Stages

GBA's program has three components - School preparation, College preparation and Life preparation:

- a) Prepare the student for high quality inquiry and study habits
 - b) Prepare students for college by providing experiences, academics, and career readiness
 - c) Set students up for life after college, by providing opportunities during their high school years and assisting in their attendance in college and universities
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2. Individualize Attention with Grade Level “Advisories”

All GBA students will be assigned to an Advisory. The National Association of Secondary School Principals (NASSP) recommends that every high school student should have a Personal Adult Advocate to help personalize his or her educational experience (1996, 2002, 2004). These advocates can be teachers, counselors, principals, or other school staff who are committed to monitoring students' academic progress and social development while guiding students through the educational planning process. Our version of these Personal Adult Advocates, the Advisories develop relationships with students to ensure that they are well integrated into the school and engaged in school experiences. They help foster a school climate in which students are free to learn and can easily access school resources – including educational planning information

Each Advisory will be responsible for a grade-level group of 25-30 students. Their responsibilities as an Advisory leader include:

- Meeting with their group daily
- Providing students with academic support and advisement
- Monitoring, through close collaboration with other teachers - the academic and behavioral progress of house students
- Ensuring all relevant data is included in the student Individual Learning Plan (ILP).
- Acting as a family-school liaison for each student in the group.

During Advisory time, teachers focus on developing students' personal responsibility, social responsibility and preparedness for college and careers. Middle school teachers will start with a 6th grade group. Teachers will continue to be the faculty liaison and Advisory leader for that group of students through to seventh grade at which time they will be matched with a new 6th grade group. The existing 6th grade group will transition to a 7th grade Advisory teacher and so on.

The Advisory teachers have the first line of responsibility for the development and maintenance of the Individual Learning Plan (ILP) for each of their assigned students. As described in Element 3, the ILP is central to the communication of each student, recording the students' academic progress, as well as the commitments to progress for the future. As the years progress over the course of a student's enrollment at GBA, the ILP forms an important, data source that, together with the other data tools (for example NWEA MAP, Connect 5 , etc.), provides a wide range of information to monitor the progress of each student towards their goals of college and preparation for a professional life.

Parent involvement in the Advisory activities are encouraged. This model provides continuity in student support and academic advising, while ensuring that each student is closely monitored and supported by at least one faculty member. The GBA bell schedules described below detail the opportunities that the Advisory have to meet during each school year.




3. Data Focused Parent-Teacher Conferences

At GBA, using teacher-parent-student conferences is one of the key strategies for accountability. Once a baseline is established and understood, a target would be mutually set for the next conference to ensure student success. A series of workshops will be held to provide parents with an orientation on the various California assessment schemes, and how these relate to college and career-readiness.

Parent involvement tends to decline as students reach middle and high school. Particularly, parents who have not attended college may lack the necessary tools to assist their children with effective planning. They may have high expectations but neither the information nor the knowledge about what their children need for college readiness, planning, and success. GBA plans on engaging parents by holding workshops in addition to these conferences so that they are fully aware of the challenges their students face.

4. Research Supporting GBA Academic Program Stages

GBA seeks to collegially unify the efforts of each student, their parents and the GBA staff for consistency, to mitigate the critical life transitions from elementary school to middle school, and high school to full-engagement in our society as an adult.




The GBA academic program design strives to collectively address the findings of education and behavior research that identifies the following transition points as the most critical stages where youths are hindered the most:


- Transition from elementary to middle school
- Transition from middle to high school
- Obstacles to college admissions and/or college graduation
- Closing the skills gap of recent college graduates to professional readiness (career-readiness)

The GBA School Preparatory and College Preparatory stage addresses the challenges of exiting the elementary school setting and confronting the adolescent transition, both academically and personally/socially. In addition, transitioning from middle school to high school poses its own set of situations for the students. These stages are based on:

- U.S. Department of Education, Fact Sheet No. 24, September 2008
- Education Commission of the States. Christie, K. & Zinth, K. (2008). Ensuring Successful Student Transitions from the Middle Grades to High School. Denver, CO: Education Commission of the States




The GBA College Preparatory was developed based on numerous research that shows our high school graduates are inadequately prepared to deal with the demands of employment and post-secondary education, putting their own individual success and the




nation's economic growth in peril. As many as 40 percent of the nation's high school graduates say this according to a national survey of 2,200 Americans, including nearly 1,500 recent high school graduates, 400 employers and 300 college instructors. More than 80% of high school graduates say they would work harder, take tougher courses, if they could do high school over again.

According to the research studies conducted by Peter D. Hart Research Associates and Public Opinion Strategies survey, released by Achieve, Inc., February 7, 2005 by Matt Maurer and Lani Poblete – college instructors estimate that more than 42% of college students are not adequately prepared by the education they received in high school to meet the expectations of college. Nearly as many as 39% recent graduates enrolled in college say they have gaps in their preparation. Meanwhile, employers estimate that 39% of recent high school graduates are unprepared for the expectations that they face in entry-level jobs, which is identical to the proportion of recent graduates in the workforce who say that they have gaps in their preparation. Employers estimate that an even larger proportion of 45% of recent entrants into the workforce are not adequately prepared to advance beyond entry-level jobs.



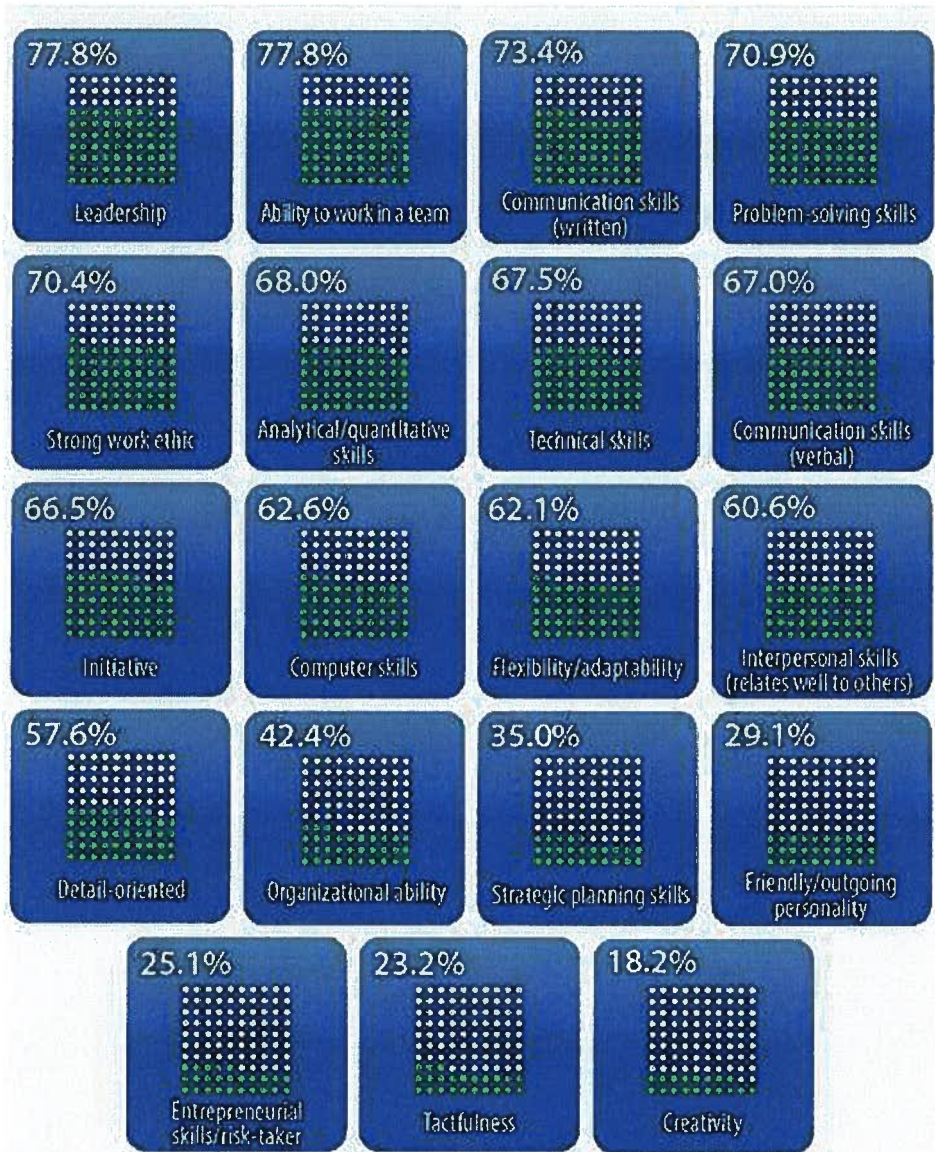
The research indicates the preparation gaps cut across a range of core skill and knowledge areas – most notably work habits, ability to read and understand complicated materials, and math, science and writing skills. A large majority of college instructors are dissatisfied with the job public schools are doing in preparing students for college when it comes to writing quality (62%) and their ability to read and comprehend complex materials (70%). Instructors estimate half of public high school graduates are not adequately prepared to do college-level math or writing.

Based on the aforementioned research studies in this field, we find it crucial for our students to have real life experiences by collaborating with our community businesses for internship opportunities when students end their junior year. For example, employers with these internships can have our students help write marketing material or website content to gain further experience in their writing quality. They may be asked to be part of a business planning session to learn about and comprehend complex material. This also allows students to have a better idea of industry and majors they can pursue in further college life. The internship experience provides them with networking opportunities and skills that can be applied towards future employment. Also during their junior (11th grade) year, emphasis is placed on taking strategic approaches towards submission of all college admission documents well in advance of the deadlines.



GBA's college preparatory program is a essential to ensuring that students are prepared for college and for life. The components of the college preparatory program rely heavily on experiential learning and project-based learning (PBL). As stated previously, PBL makes the content areas more relevant through cross-curricular exposure and meaningful to disaffected youth, thus increasing memory retention when students are interested in what they are learning.


The GBA college preparatory stage focuses on gaining real-world skills from direct experience in a professional setting via an internship in a field of the student's career interest. This focus responds to research from the National Association of Colleges and Employers. See Table 4 below:



Source: *Job Outlook 2015*, National Association of Colleges and Employers

TABLE 4: SKILLS EMPLOYERS REQUIRE

This chart lists traits and skills that are most important to employers and are lacking with our college graduates. More than 200 employers were surveyed overwhelmingly stated they wanted candidates who are team players, problem solvers and who can plan, organize and prioritize their work. Another survey from the Workforce Solutions Group at St. Louis Community College, 2013 found that more than 60 percent of




employers said applicants lack “communication and interpersonal skills” - an increase of about 10 percentage points in just two years. Many managers also said today’s applicants cannot think critically and creatively, solve problems, or write well. Additionally companies say candidates are lacking in motivation, interpersonal skills, appearance, punctuality and flexibility.

“There is more demand for skill and education, and young people have less skill and experience than the typical worker,” Rory O’Sullivan, the policy and research director of the *Young Invincibles*, an advocacy group, said recently. “We don’t do a very good job of training them out of school to be prepped and ready to go.”


The GBA College Preparatory experience and courses will be grounded in the California Department of Education’s California Career Pathways Trust (CCPT) created by Assembly Bill 86 and California Partnership Academies (CPA). Started in 1984, the CPA exemplifies preparing high school students to succeed in both college and careers. More importantly, CPA is about establishing collaborative partnerships with business entities, community organizations and local institutions of postsecondary education. GBA will also follow CPA guidelines in the following:

- Developing sustainable collaborations between educational agencies and businesses
- Integrating academic learning aligned to high need, high growth and emerging economic sectors
- Establishing effective internship programs between GBA and local businesses
- Connecting schools and communities
- Connecting classrooms with workplaces



GBA continues its aim to educate individuals for the 21st Century -- students that think critically, understand and internalize the responsibilities of living in a diverse society and capable of utilizing technological tools that are integral to the functioning of this society. The school's design incorporates research-based strategies for project-based and team-based work that increases each student's likelihood of success in a post-secondary institution. Student educational interests are addressed through a focus on Service-based Learning, Project-based Learning, hands-on learning and technology integration (in all core subjects, including Mathematics and Science). All of our classrooms will be using the Flipped Classroom Model with teachers employing the Understanding by Design method to direct instruction. The hands-on learning is used to support our Project-based Learning. The following is evidence as to why support is crucial to our students:

1) In 2013, a new survey showed U.S. teenagers age 15 were ranking 36th (below the international average) in the world when it comes to their education in math, reading and science. This survey given by Program for International Student Assessment (PISA) looked at more than half a million students from 65 countries.




2) In February, 2005, as many as 40% of our nation's high school graduates say they are inadequately prepared to deal with the demands of employment and postsecondary education.

At school we believe a coordinated effort between student, teacher and parent leads to the advancement of student success. In the home, the student-parent relationship evolves. The student-teacher relationship is established through the school curriculum and teacher-parent relationships are evident in the Advisory model. GBA is fully committed to developing students to have the skills to succeed in college. To this effect, the school's philosophy is firmly grounded in the belief that all students can be successful high-achievers.

The following list describes GBA's program components that promote college access, and the research studies that support each practice.

Program component:

- 1) Advisories-are assigned to a staff-led group where they receive academic support and mentoring
- 2) Alignment to Common Core State Standards, Required A-G course fulfillment
- 3) College Preparatory Program



At GBA students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students with formative and summative assessments for student mastery of all concepts and CCSS. Experts have suggested learning best occurs when students are engaged in their studies. This requires students are involved in conversations about learning objectives, instruction, and assessments.

GBA's method of using Understanding by Design (Backward Design) helps us start with clearly defined end goals first then building best practices to meet those goals. Teachers are able to make instant and regular changes when necessary on an individual basis and through PLCs to meet the learning needs of students. We will be focusing on performance-based accountability through our collaborative efforts with University of California- Irvine, parents, teachers, staff and community.

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


COURSE OF STUDY

The school will establish a curriculum committee to analyze publishers whose curriculum content most closely aligns to the school's mission and vision while simultaneously aligning to the academic rigor requirements of common core. GBA will adapt the course of study for grades 6-12 to align with the Common Core State Standards and California Content Standards. The current adopted course of study for grades 6-12 includes:

SUBJECT	6TH GRADE	7TH GRADE	8TH GRADE
ENGLISH LANGUAGE ART (CORE-CCSS)	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
HISTORY (CORE-CCSS)	HISTORY 6	HISTORY 7	HISTORY 8
MATHMEMATICS (CORE-CCSS)	MATH 6	MATH 7	MATH 8
SCIENCE (CORE-CCSS)	SCIENCE 6 EARTH SCIENCE	SCIENCE 7 BIOLOGICAL SCIENCE	SCIENCE 8 PHYSICAL SCIENCE
PHYSICAL EDUCATION	PE	PE	PE
READING ELECTIVE	READING ELECTIVE	READING ELECTIVE	READING ELECTIVE
COMMUNICATIONS/ELD (CCSS)	COMMUNICATIONS/ELD	COMMUNICATIONS/ELD	COMMUNICATIONS/ELD
ENTREPRENEURIAL CURRICULUM	ENTREPRENEURIAL PROCESSES/TRAITS AND BEHAVIORS	BUSINESS KNOWLEDGE & SKILLS	ENTREPRENEUR BUSINESS FUNCTIONS
FOREIGN LANGUAGE	MANDARIN	MANDARIN	MANDARIN

Global Business Academy addresses the critical transition from elementary school to secondary school - grades 6th through 8th. We emphasize strong reading, writing and critical thinking skills. Our small, safe and nurturing school environment allows students to advance on the Common Core State Standards, while gaining successful study habits and respect for others. Emphasis is placed on fostering supportive communication between students, parents and teachers and collaboration. In the GBA college preparatory stage, our teachers bridge our students' daily elementary school experience of self-contained classrooms (single subjects), to the academic disciplines of high school and college. By the completion of 8th grade, GBA students are ready to go the next step.

GBA's 6th through 8th graders participate in disciplines throughout their daily schedule. Each student takes a minimum of the course, scope and sequence, designed specifically to meet their grade level standards.




GBA's schedule gives teachers ample time to develop student understanding. Core subject classes such as English Language Arts, Mathematics, Social Studies and Science, are given 50 minutes plus for all grades. Before school and after-school learning opportunities equals approximately 3 additional hours daily.

Before and After-School time is given for intervention, enrichment, extra-curricular activities and community services. In addition, Advanced Placement courses are available for students to complete college courses prior to high school graduation, strengthening their eligibility for 4-year colleges. Advance Placement and Honors courses are also provided throughout the day, including before and after school enrichment clubs.

1. College Awareness to Readiness

To achieve a high level of college preparation, students learn about college and the college admission process as early as the 6th grade. Middle school and high school are important times for early postsecondary planning, and many educational organizations and the U.S. Department of Education recommend that students begin planning for college as early as 6th grade. U.S. Department of Education. (1999). Getting ready for college early: A handbook for parents of students in the middle and junior high school years. Washington, DC: U.S. Government Printing Office.




The primary focus of college preparation in middle school is to motivate students to set goals toward college acceptance, while educating both students and parents about the academic and financial realities of college. Students also learn how to balance their academic course load requirements, extra-curricular and athletic activities. GBA's College Preparatory model is based on the partnership with University of California, Irvine. The program includes visits to colleges and universities during the school year for all students, grade 6th through 12th.

2. College Preparatory Grades 9-12

GBA maintains a consistent and sustained level of support as the students move into high school. The habits formed allows for an accelerated college preparatory schedule. The mission of GBA is to provide and offer preparatory to all students for both college and a professional life. To this end, GBA's graduates must expand on the minimum requirements as set in Ed Code 51225.3 for high school, by completing additional preparatory courses.

GBA's College Preparatory stage offers all the state high school course requirements. The table below presents these requirements. The table also presents the additional required courses for GBA's graduation, and those for graduation with honors. The table allows for comparison to the University of California/California State University admissions requirements (A-G). GBA strongly advises all students to complete the A-G requirements at the CSU level, and offers a course sequence that allows all students to meet the UC recommended levels. Students who complete the UC/CSU A-G



requirements and all of GBA's program courses (described in the next section) graduate with GBA honors. GBA's course sequence, and graduation requirements are detailed below.


The special sessions during college campus visits provide detailed reviews of the UC/CSU A-G admissions requirements, as well as individualized support for setting and meeting post-secondary aspirations. Many of the sessions are also designed for participation by the parents. There are strong supports throughout the college preparatory stage to identify struggling students to complete all A-G requirements. Prior to their junior year (3rd year), plans are made to keep students on track via summer school, or any evening community college courses if necessary. Students exhibiting academic struggles will be supported through the SST process to develop and provide academic supports in collaboration with the student, teacher, parents, and the school.

3. College Preparatory Activities

Below are examples of College Preparatory Activities we include with our curriculum:

9th grade: College ready workshops for students and parents.

10th grade: Exploring college majors and creating a road map of academic studies.



11th grade: Exploring industries for internship possibilities and learning about the workplace. Strategically plan for college admission. Workshops and exposure to college admission exams


12th grade: Internships with local businesses, applying for college admission, and workshops for college financial aid.

4. Incoming Freshman Summer Connect Program

During GBA students' freshman year, a "Freshman Summer Connect Program" is provided as a 2-day summer orientation that bridges incoming students from middle schools into the GBA culture. Students are met by 9th grade faculty who will (1) Lead them into the counseling process. (2) Introduce them to the school's graduation requirements. (3) Provide a tour of the campus. (4) Welcome them as members of our school community and assign them email accounts. (5) Assess their levels academically in both mathematics and English Language Arts using Acellus, NWEA Map and other assessments. This process lays the foundation for a support team which includes the Advisories to shape the Individual Learning Plan for each student. This process also allows students an opportunity to meet each other and feel welcomed as newcomers and participate in team-building activities.

5. College Connect Course






These courses are designed on ensuring that students complete the entire college application process with the participation and understanding of their parents. Both the academic and financial components are covered, along with planning for the critical transition to life as a college student.

During the Fall Semester of the College Connect course, the student will compose their complete portfolio for UC, CSU and other institutional applications. Below are content materials that will be taught at the workshops:

- Explore and review college admission requirements.
- Explore and learn college financial aid sources such as grants, loans, scholarships.
- Explore and learn the admission process and timeline.

6. Internship Experience-part of Entrepreneur Curriculum

The internship experience is part of a total educational process that:

- 
- Assists students in choosing a major or career path.
 - Allows a student to experience full-time employment that meets their abilities and interests.
 - Provides students the opportunity to work with others in a team environment and communicate with others outside of their classmates. Over 73% of individuals polled, list both these skills as crucial for success in their careers, therefore giving students this foundation now will build positive self-esteem for later.
 - Connects the academic core curriculum with real work so students can find their education as meaningful.
 - Help students develop skills, habits and attitudes conducive to job success and personal growth.
 - Makes use of community businesses as part of the California Department of Education's California Career Pathways Trust (CCPT) goals as previously stated.

The program is designed to supplement the students' college preparatory classes with real-world skills development, and an opportunity to apply their learning in a meaningful context.

The Internship program is an opportunity for students to work in partnership with local businesses providing them with life changing mentorship opportunities, while encouraging students to embrace their community responsibilities. Additional benefits include the opportunity for students to identify their career choices, and create relationships with potential employers, while developing and maintaining professional contacts through networking. The ultimate goal of this program is to provide students with real life experience that challenges them to gain and demonstrate the necessary skills to succeed in the work place.


Internships also allow students to apply the Common Core State Standards and other present-day standards that emphasize real world application of knowledge and skills, for the development of 21st century competencies such as critical thinking, communication in a variety of media and collaboration. PBL provides an effective way to address such standards. Project-based learning helps students apply what they learn into real-life experiences and provide an enriched comprehensive education. (“Why Teach With Project-Based Learning? Students With a well-Rounded Classroom Experience.” Edutopia, 2014)

7. GBA’s College Preparatory Program and Graduation Requirements

GBA’s graduation requirements will meet or exceed national and Common Core State Standards; for all subgroups, the A-G requirements of admission into a university of California and California State University. The following two charts outlines this comparison and courses required for college and career-readiness along three levels:


1. Minimum State requirements as prescribed by Ed Code: bestowed to all students who meet all the requirements
2. UC/CSU A-G eligibility requirements: emphasized for all students to maximize their university admissions options
3. Graduation with GBA Honors: bestowed on all students in addition to the state high school graduation requirements. GBA Honors represent the completion of the state requirements, the UC/CSU A-G, and the GBA Entrepreneur program.

SUBJECT	GBA REQUIREMENTS	STATE REQUIREMENTS	UC ADMISSIONS REQUIREMENTS
ENGLISH	4 YEARS	3 YEARS	4 YEARS
MATH	4YEARS	2 YEARS	3 YEARS
SCIENCE	3 YEARS	2 YEARS	2 YEARS
HISTORY/SOCIAL STUDIES	3 YEARS	3 YEARS	2 YEARS
FOREIGN LANGUAGE	4 YEARS	1 YEAR OR ART COURSE	2 YEARS
HEALTH EDUCATION	1 YEAR	1YEAR	NONE
PHYSICAL EDUCATION (PE)	2YEARS	2 YEARS	NONE
ELECTIVES	1 YEAR	NONE	1 YEAR
INTERNSHIP	1 YEAR	NONE	NONE
COMPUTER LITERACY	ALL STUDENTS MUST BE COMPUTER LITERATE	NONE	NONE



Note: Students with disabilities will meet all requirements and receive supplemental support in and out of class from the teacher and/or specialists equipped to service students with special needs (i.e., ADD, autistic students or physically disabled) to support students in achieving to the highest capability. GBA Staff is required to provide accommodations and modifications based on students' IEP goals. If a student enters GBA with a current IEP, the team will convene an IEP meeting to ensure the existing accommodations/modifications and goals are appropriate for the student to have access to the core content standards as provided by GBA. Students determined to be English Language Learners will receive support based on their current level of English proficiency as determined by the CELDT. ELL students, depending on their level, will receive a protected amount of instructional time daily and be exposed to the CCSS curriculum by teachers possessing or working toward completion of a CLAD certification. Instructional strategies employed by GBA will also address learning styles determined to support ELL students such as visual representations of instruction and PBL. Where necessary, ELL students can receive supplementary instructional with curricula such as English 3D to support development of academic language as well as college and career readiness.

CA State Minimum Graduation Requirements



This option is available to students eligible for special education services and must be written into the student's IEP prior to the first day of the student's senior year. California graduation requirements (Section 5.1225.3) states that all students receiving a diploma of graduation from high school must complete all of the following in grades 9-12, inclusive:

- Three courses in English.
- Two courses in Mathematics, including one year of Algebra I.
- Three courses in Social Studies, including US & World History, one semester course in American Government/Civics and one-semester course in Economics.
- One course in visual or performing arts OR Foreign Language.
- Two courses in physical education, unless the student has been exempted pursuant to the provisions of Education Code Section 51241.

GBA is committed to the education of all students, ensuring that they will meet the requirements after the 9th grade. Our goal is to continually create an educational plan for each student that meets the requirements for completing their high school education, and prepares them to be career or college ready. Certificate of Completion – If a student with disabilities does not meet all state and local requirements for earning a high school diploma, then the local educational agency may award the student a certificate of completion. (EC Section 56390). A student qualifying for

special education services who has satisfied any of the following three requirements may be awarded a special education certificate of completion:

- Satisfactory completion of 220 credits of a prescribed alternative course of study as identified on the student’s IEP; or
- Satisfactory achievement of the student’s IEP goals and objectives during high school as determined by the IEP team; or
- Satisfactory high school attendance, participation in the instruction prescribed by the student’s IEP and achievement of objectives in the statement of transition services.

Credit Recovery

All students must master all coursework prior to moving on to the next semester. Students who do not meet these requirements will have access to credit recovery opportunities during the summer program, interim breaks or during regular school hours through online and traditional offerings.

GBA High School Course Curriculum

The course curriculum is presented in the following table. GBA high school academic courses have been designed with the aid of University of California, Irvine as meeting the UC/CSU – A-G eligibility requirements. The following is a brief summary of the general curriculum being studied at GBA for grades 9-12.

A. HISTORY/SOCIAL SCIENCE-3 YEARS REQUIRED

COURSE TITLE	HONORS TYPE
MODERN WORLD HISTORY	
UNITED STATES HISTORY	
AMERICAN GOVERNMENT	
HONORS WORLD HISTORY	HONORS
AP WORLD HISTORY	AP
AP UNITED STATES HISTORY	AP
AP AMERICAN GOVERNMENT	AP

B. ENGLISH-4 YEARS REQUIRED

COURSE TITLE	HONORS TYPE
ENGLISH I-INTRO TO LITERARY GENRES	
ENGLISH II-WORLD LITERATURE & COMPOSITION	
ENGLISH III-AMERICAN LITERATURE	
HONORS ENGLISH	HONORS

HONORS AMERICAN LIT & COMPOSITION	HONORS
BRITISH LITERATURE	
AP ENGLISH LIT & COMPOSITION	AP
AP COMPOSITION	AP

C. MATHEMATICS- 4 YEARS REQUIRED

COURSE TITLE	HONORS TYPE
ALGEBRA I	
ALGEBRA II	
GEOMETRY	
TRIGONOMETRY	
PRE-CALCULUS	
HONORS PRE-CALCULUS	HONORS
HONORS PRE-CALCULUS/CALCULUS I	HONORS
CALCULUS	
PROBABILITY & STATISTICS	
AP STATISTICS	AP
AP CALCULUS I	AP
ECONOMICS	
AP ECONOMICS	AP
AP CALCULUS II	AP
AP COMPUTER SCIENCE	AP

D. LABORATORY SCIENCE-3 YEARS REQUIRED

COURSE TITLE	HONORS TYPE
PHYSICS	
BIOLOGY	
CHEMISTRY	
HONORS CHEMISTRY	HONORS
HONORS BIOLOGY	HONORS
MARINE SCIENCE	
AP CHEMISTRY	AP
AP BIOLOGY	AP
AP PHYSICS I	AP
AP PHYSICS II	AP
AP PHYSICS III	AP
AP ENVIRONMENTAL SCIENCE	AP

E. LANGUAGE OTHER THAN ENGLISH-4 YEARS REQUIRED

CHINESE	FRENCH	SPANISH
MANDARIN I	FRENCH I	SPANISH I
MANDARIN II	FRENCH II	SPANISH II
MANDARIN III	FRENCH III	SPANISH III
HONORS MANDARIN	HONORS FRENCH	HONORS SPANISH
CONVERSATIONAL MANDARIN	CONVERSATIONAL FRENCH	CONVERSATIONAL SPANISH
HONORS CONVERSATIONAL MANDARIN	HONORS CONVERSATIONAL FRENCH	HONORS CONVERSATIONAL SPANISH
CHINESE LIT & CULTURE	FRENCH LIT & CULTURE	SPANISH LIT & CULTURE
MANDARIN SHORT STORIES	FRENCH SHORT STORIES	SPANISH SHORT STORIES
MANDARIN NOVELS	FRENCH NOVELS	SPANISH NOVELS

F. VISUAL & PERFORMING ARTS-1 YEAR REQUIRED

COURSE TITLE	COURSE TITLE
DANCE I	THEATRE I
DANCE II	THEATRE II
CONCERT CHOIR	DIGITAL ART I
TREBLE CHOIR	DIGITAL ART II
GBA SINGERS	STRINGS ENSEMBLE
AP STUDIO ART	WINDS ENSEMBLE
ART I	CERAMICS II
ART II	PHOTOGRAPHY II

G. COLLEGE-PREPARATORY ELECTIVE-1 YEAR REQUIRED

COURSE TITLE	COURSE TITLE
INTERNATIONAL RELATIONS	PSYCHOLOGY
GLOBAL MARKETS & FINANCIAL ANALYSIS	AP PSYCHOLOGY
FORENSIC SCIENCE	ENGINEERING
SCIENTIFIC RESEARCH	MARINE SCIENCE
PHYSICAL HEALTH-YOGA	PHYSICAL HEALTH-FIT BODY
HEALTH & FITNESS	NUTRITION

High School Credit Transferability

The curriculum committee designs the curriculum course to meet the University of California eligibility requirements. The curriculum course list will continue to be updated as changes are made at the UC level.

Any transferring student must go through the general process of readmission procedures. The process includes transferring the student's cumulative files from the host school to the designated school. These procedures apply to students who voluntarily leave the school and wish to return, and students who wish to enroll at GBA. These students must complete an academic evaluation to transfer course credits from their respective school to GBA. In order for a student to transfer credits, a clear course title and units earned from the school they are leaving must be on their issued transcripts. All transcripts will be confirmed for transferability. There must be official seal from their school indicating the transcripts are official.


In the event that students have transferred from GBA to another high school, their cumulative files and transcripts will be sent to the destination school in a timely manner. Aside from the University of California system, other college systems have various admission requirements. It is the student's responsibility and their advisor to seek and adhere to the requirements of those schools.

Parents and students will be informed through the admissions process and/or through the Parent/Student Handbook regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by GBA 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.

Being Competitive in the Global Economy: Mandarin Language Instruction

"To succeed in the twenty-first century, today's students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. Success in an interconnected world depends on students' effective use of language and cross-cultural communication skills." Source: World Language Content Standards for California Public Schools.

GBA will be requiring all students to take Mandarin as a foreign language class. This is not only a GBA graduation requirement but also complies with UC eligibility. Additionally, President Barack Obama recently announced the "One Million Strong" initiative to bring the number of K-12 students studying Mandarin in the United States to 1 million by 2020. The initiative's launch, timed with a September, 2014 state visit by Chinese President Xi Jinping, reflects a growing recognition that increasing Mandarin




proficiency in this country is critically important in maintaining competitiveness in a global economy.

China is emerging as one of the market force in the 21st Century. With a population of over 1.4 billion residents and growing by nearly 1% each year, many business opportunities will surface for our country and theirs. As such, being in a position to be globally competitive by being fluent in Mandarin will not only add to the student's success but also give them a head start towards a future career compared to others. GBA's Mandarin course will include both cultural introduction and Chinese Language Arts instruction.

By studying the Chinese language, culture, arts, and literature, our students will cultivate a deeper understanding of the role of the Chinese culture in our global community. The newly adopted World Language Content Standards for California Public Schools form the basis for both the Chinese Foreign Language courses. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings.


According to the American Council on the Teaching of Foreign Languages, their research has consistently shown at least three major benefits to foreign language instruction:


- 
- Increased academic achievement.
 - Cognitive benefits for students.
 - Positive attitudes and beliefs about language learning and about other cultures.

Further research shows the following:

- Higher academic achievement on standardized test measures.
- Beneficial in the development of students' reading abilities.
- Beneficial to both monolingual English and English language learners in bilingual and two-way immersion programs.
- Increased linguistic awareness.
- Ability to transfer skills from one language to another.
- Increased ability to hypothesize in science.
- Higher scores on the SAT and ACT Tests.
- Benefits all students.
- Higher academic performance and greater self-efficacy for Heritage learners who use their language skills to interpret and translate for family members experience
- Higher academic performance at the college level.


The structure of the GBA Chinese course will align with the "*Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve*".

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- 1) Developing awareness of other people, the people's unique ways of life, and their contributions to the world. Also, gaining knowledge and an understanding of the cultures that use that language.

- 
- 2) Providing extended learning opportunities beyond the classroom and ample opportunity to practice communication such as interactive communication activities, community, speakers, exhibits, museums, heritage events.
 - 3) Integrating and engaging foreign language and culture in comparison between their language and the language learned, students develop a greater understanding of their own language and expands the educational experience of all students.
 - 4) Continually providing for teacher development to sustain and increase their knowledge of a foreign language, its target cultures, and foreign language teaching strategies.


GBA will be working with US Congressman, Ed Royce, 39th District California and Chairman of Foreign Affairs Committee and the American Councils for International Education to establish a sister school in China. We will also develop a foreign exchange program so that our students will have extended learning opportunities to further enhance the language learning experience. Similar programs will be established for our French and Spanish programs if offered.

English Learner Students Learning Mandarin



GBA understands the difficulty EL students may face when required to learn Mandarin while also trying to master the English language. In general, research finds that students whose first language is not English become more balanced bilinguals and develop higher levels of bilingualism and biliteracy when compared with English proficient students. English learners' higher bilingual proficiency levels are also linked to higher levels of reading achievement in English, increased academic language proficiency, and successful schooling experiences in general. (Fortune, Tara, What the Research Says About Immersion, 2014). GBA is dedicated to ensuring the success of all students and have put into safeguards to address the Mandarin requirement for ELs. Each day during Advisory periods, EL students will be able to receive additional attention, when necessary, if their Mandarin teacher or the student express concerns regarding their learning. Steps will then be taken to ensure EL students receive the aid they need in order to succeed. (See section addressing EL students on page 90 & 134)

Importance of GBA's Physical Education and Health Courses



GBA's curriculum includes the addition of physical education and health. The primary goal is to teach our students a life-long pursuit and understanding of the importance of healthy living. Not only does it improve circulation, increase blood flow to the brain, and raise endorphin levels, it contributes to stress reduction. Physical education improves mood and attitude and can have a calming effect on children. Physically active students

may also achieve more academically and physically fit students are less likely to miss school, partake in risky behaviors, get pregnant, or attempt suicide, which are all associated with better outcomes in school (Taras, 2005). Several studies have stated providing increased time for physical activity can lead to better concentration, reduced disruptive behaviors and higher test scores in reading, math and writing (Satcher, 2005).

Further research demonstrates the majority of students spend only 8% of their physical education class time in actual activity and are instead waiting or observing (Guffeld, 1993). A study done in France prompted increased physical education time to 8 hours per week, reducing time devoted to academic subjects. The students in this experiment were physically and psychologically healthier and had increased academic performance when compared to the control group (Sallis, 1999).

Despite the wealth of knowledge concerning the benefits of physical education and physical activity, 6.4% of middle schools, and 5.8% of high schools provide daily physical education to all of its students (SHPPS, 2000). In addition, 20% of all elementary schools in the U.S. have abolished recess in favor of increased classroom time under pressure to improve student achievement (Satcher, 2005). Less than 25% of children are engaged in 30 minutes of any type of daily physical activity (Satcher, 2005). Even when physical education programs are in place, most students are not engaged in vigorous physical activity for the majority of their class time (Fairclough & Stratton, 2005). It is estimated that boys only spend about 18 minutes engaged in moderate and vigorous activity and girls spend about 16 minutes (Fairclough & Stratton, 2005). These statistics are not only disappointing but are resulting in negative outcomes in health and school performance for America's children.

The National Association for Sport and Physical Education recommend that children be engaged in at least 60 minutes of age-appropriate physical activity on all or most days of the week. Based on this research and our core values, GBA allocates at least 140 minutes of physical and health education with additional opportunities for physical activities engagement in the extended day program.

In the area of curriculum development and physical education and health GBA will:

- Implement and refine a physical education program that incorporates grade level curriculum content using the guidelines specified in Challenge Standards for Student Success: Physical Education (California Department of Education, 1998).
- Promote excellent physical, social, and emotional health among students through stress management, health education, nutrition, and lifestyle.
- Engage students to reflect upon ways physical education and health impact their lives through personal well-being.
- Approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.


GBA's Athletic Program

Competitive athletics provides a critical outlet for some students, and a forum for building character, developing fitness and experiencing a sense of achievement. GBA plans to offer all students the opportunity to participate in interscholastic boys and girls team sports. Sports will be intramural and students will be able to participate in the local traditional public middle school and high school sports.

According to a report from the National Federation of State High School Associations (NFHS), a 2006 study on female athletes found that when female students are given more opportunity to participate in athletics in high school, their weight and body mass improve. A 2001 survey found that students agreed they would not spend as much time in sedentary activities like watching television and playing video games if they had other options after school. Studies also suggest that student athletes are less likely to participate in unhealthy or risky behavior when they are playing sports in high school. The same report by the NFHS cited a 2002 study by the Department of Education that found students who spent no time in extracurricular activities in high school were 49 percent more likely to use drugs and 37 percent more apt to become teen parents. Just four hours in an extracurricular activity like sports each week dramatically improved those numbers.


GBA believes providing an Athletics Program will help students do the following:

- 1) Achieving academically-higher GPAs compared to those not involved in athletics. Performance has been to exceed in core subjects: math, science, social studies and language arts. Source: *Medicine & Science in Sports and Exercise* in August, 2007.
- 2) Learning is extended beyond the classroom when applying skills such as persistence, patience and practice for athletes.
- 3) Working together in a team setting with a common goal. As we've seen previously, working as a team is listed as being important to 77.8% of employers according to the 2015 Jobs Outlook report published by the National Association of Colleges and Employers.
- 4) Having numerous positive mentors from the coaches to the leaders on the team. Students will learn important skills like hard work, respect and good sportsmanship. It's been shown that early experiences like these help shape students in positive ways for the rest of their lives.
- 5) Having social interaction and forging close friendships with other team members. These relationships are essential for mental, emotional and physical health throughout the high school years.

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- 6) Learning leadership skills. As students progress through their season, they learn valuable leadership skills. Senior athletes are expected to encourage younger team members and hold them accountable. They set an example and often provide advice and guidance both on and off the field. According to the same 2015 Jobs Outlook report, leadership skill is the number-one most important skill sets employers are looking for.
 - 7) Attaining time management skills - athletes must learn time management skills in order to juggle schoolwork, extra-curricular, and other activities.
 - 8) Instilling a mindset of success - athletes must be creative in finding ways to improve upon their game, focusing and concentrating on their development, internalizing skills for handling pressure, learning how and when to take risks and they learn to take responsibility for their individual performance.


All these skills combined help to enrich the student's success that goes beyond the sports field and high school to support the student with skills they can utilize for the rest of their lives.

Implementation of Acellus- The Blended Learning Solution




Acellus is a computer based learning system that makes a science of the learning process, providing educators with timely feedback necessary to make teaching more effective. Acellus courses are developed by the International Academy of Science - a non-profit, 501c3 organization with its Chairman, Dr. Roger Billings. The system offers sophisticated courses capable of customizing it based on each student need.

GBA has been awarded grants from the International Academy of Science, to implement the Acellus Learning System within GBA. Acellus is the only online learning system that utilizes Intelligent Interaction, allowing us to cater educational content to the individual skill set of each student through customized, personal instruction. Students who were once struggling and at-risk of not graduating receive the support they need to succeed in school, the workforce and life.




In Acellus, special problems are created for the sole purpose of identifying where students have gaps in their background knowledge that are making it hard for them to learn a particular concept. This helps to find holes in student's understanding and be able to address those issues immediately for mastery before completing the daily lesson. GBA students are able to utilize Acellus' Intelligent Interaction to provide customized, personal instruction. Acellus courses (both remedial and Advanced Placement) are taught via video instruction. Each course is broken up into individual concepts, and each concept is demonstrated through multiple videos. Students can customize the Acellus course to operate at their individual pace and academic level. As each student progresses through the course, every response is recorded and monitored. Through the Intelligent Interaction technology, personalized help videos are delivered to students right when the need for assistance arises in a concept.



Acellus courses engage our students in live online instruction as the videos are taught by teachers that have expertise in conveying knowledge. The video lessons are created with only the best and most qualified instructors to keep them fun and exciting. Students are able to readily view their progress, grade, attendance and daily homework. They are able to receive instant feedback and gain confidence while mastering each lesson before proceeding forward. Furthermore, the built-in messaging system allows students to ask and receive answers to their questions. These video instructions teach "hard to grasp" concepts and provide accelerated and remedial instruction to both EL and Advanced Placement instruction.


Acellus is one of the research-based tools used to implement our three-tiered Response to Intervention (RTI). Because teachers are able to live monitor each student, each GBA student identified below proficient is supported through Special help videos, which are integrated into each Common Core State Standard concept. These videos not only help the student master content, but also provide the student with "real world" scenarios, creating a meaningful context for somewhat obscure concepts.



GBA students can access Acellus courses through the intuitive student interface accessed via the web. The Acellus messaging tool allows students to easily interact with their teachers at the school, affording students to work during school hours in the after school program or from home. After logging in, students select their courses from the Acellus course list and are then taken to their current course position where they automatically mark their class attendance. GBA students can also chart their progress and class scores.

The Acellus Teacher portal allows teachers unlimited access to detailed information on how students are progressing through the Acellus course material. The Live Student Monitor allows teachers to view student activity such as their progress through the course and also notifying them when a student is struggling with a concept or is inactive for an extended period of time. Teachers are also able to view if a student is continuing to struggle with the concept after multiple levels of additional instruction have been provided. With real-time data, teachers can monitor students, track progress, identify problems and provide assistance while in their classroom or at home.

The Acellus Gradebook keeps track of every grade and action done through the system. Grades and responses on every lesson and exam are recorded, as is the length of time spent on every video and lesson. Attendance and "time spent on task" are automatically recorded. Teachers and administrators can pull reports on a particular student for the class or for the entire school if needed. This tool is also useful to help parents in our partnership to ensure students are on track for their learning.



Acellus courses cover all core areas, 6th through 12th. Common Core State Standards are offered in mathematics, social studies, science, language arts, reading, electives and College Board Approved advanced placement courses and also meets University of California eligibility requirements. These courses are used by GBA, as a solution to

enhance teacher instruction. Acellus offers courses that fit a wide spectrum of needs, from special needs to English language learners to honors students.

Research Supporting Instructional Practices

GBA understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Designing standards-based instruction (using the principles of backwards design).
- Aligning appropriate assessments to the standards.
- Implementing instructional activities that are aligned to standards, and reflect research-based best practices.
- Teachers are incorporating instructional strategies detailed in *Understanding by Design* by Jay McTighe and Grant Wiggins (1998). The traditional backwards design process guides teachers through a three step process.
- Differentiating assessment methods aligned to prioritized standards and identified learning targets.
- Prioritizing of the Common Core State Standards, Claims, and Targets.
- Incorporating instructional strategies detailed in *Explicit Direct Instruction: The Power of the Well Crafted, Well-Taught Lesson*, by John Hollingworth and Dr. Silvia Ybarra. Corwin Press, 2009.

At GBA, students are involved in conversations about their learning objectives, instruction and assessment. Teachers continuously communicate learning objectives to our students while formatively and summatively assessing (NWEA-MAP, benchmarks, Acellus diagnostics & ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards. This student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. This process of student involvement in their own goal setting, facilitated by teachers and parents affords the student the ability to maintain and engage in learning strategies that reflect academic achievement.

Another implemented process is Backward Design planning, as implemented in *Understanding by Design*, which is used by teachers to develop Common Core State Standards; teachers align assessments and project-based instructional activities at each grade level across the content areas.



The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects,
- Project based learning,
- Cross-curricular instruction
- Service based learning,
- Cooperative group work and projects,
- Inter-disciplinary approaches to curriculum,
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students,
- Rubric self-assessment,
- The involvement of community members and educational partners in instructional presentation,
- Mentoring program, and
- Internship program.

Instructional Materials

The teachers and Administrators will choose instructional materials at GBA. Textbooks are integrated as appropriate in relation to an analysis of Common Core State Standards via the Understanding by Design process. Textbooks will be purchased as necessary to meet Common Core State Standards. Novels and supplemental materials will continually be purchased as requested by teachers.



Student texts and instructional materials are identified based on the following criteria:

- Alignment with Common Core State Standards,
- Alignment with school's mission,
- Research-based and evaluation data showing success with similar student populations,
- Accessibility for students, and
- Ease of use for teachers.

The school will continuously evaluate, update and revise textbook adoptions based on student needs and research about the most effective resources.

Teachers are encouraged to use original and primary source material as much as possible. Instructional materials include novels, photographs, essays, speeches, video, textbooks and manipulatives. Teachers and students have Internet access, educational software, smart boards, iPad/Chrome books, and digital tools in each classroom.

Core Subject Materials



Core subject courses will use the following:

- Subject matter textbooks aligned with the Common Core State Standards.
- Supplemental learning aids as selected by teachers to aid in instruction (aligned with Common Core State Standards)
- Technological tools, such as computer software and the Internet (aligned with the 21st Century Learning goals)
- Laboratory equipment
- Manipulatives that support Differentiated Instruction
- Newspapers/curricular materials provided by the community and educational partners

As part of the teacher's planning period and PLC time, emphasis will be placed on the examination and research of curriculum programs and materials that are aligned with the CCSS. Teachers, parents and community members will be involved in the selection of course textbooks and supplemental materials. GBA believes that by utilizing faculty to design curricular approaches to teaching and learning, we will provide a learning environment tailored to the individual needs of our student population. Programs throughout the state will be examined, and programs will be evaluated for projected success at GBA.

GBA will follow the state guidelines for approved textbooks for core subjects. These textbooks are aligned with the Common Core State Standards. The current list of textbooks will be presented to the District in any given year to show evidence of compliance.


Curriculum Scope and Sequence

The graduation requirements as described above will address all state required standards as structured under the CA Common Core State Standards, and will utilize:

- State approved secondary school curriculum (English, Fine Arts, Foreign Language, Math, Science, Social Science, and P.E.).
- Standards based curriculum units.
- Mandarin language instruction.

A. Standards-Based Instruction


GBA recognizes regular evaluation for effectiveness ensures the importance of a standards-based curriculum program. In order to create this program, a research-based instructional design method will be employed by the school. The method, known as "Backward Design," is an instructional method with a strong research-based strategy currently being employed in reform efforts across the nation. Originally published in "Understanding by Design," by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.



This process is one in which teachers start with the desired results (goals or standards), and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. GBA will be using these three distinct stages.

1. Identify the Desired Results and/or end Goals- What are the established content standards students should know, understand and be able to do? What are the end goals the teacher wishes students to meet? What is worthy of understanding? What understandings are desired?


- ✓ Considering the goals for both teachers and students
- ✓ Examine established national, state, and district content standards
- ✓ Review curriculum expectations
- ✓ What do we want students to hear, read, view, research or encounter?
- ✓ What important knowledge, facts, concepts, principles, skills do we want students to successfully accomplish?



2. Determine What is Acceptable Evidence that Students have met the Desired Results and/or end Goals.-how will we know if students have achieved the desired results and met or exceed the standards? At this stage GBA teachers are encouraged to think like an assessor before designing units and lessons. This causes our teachers to consider up front how they will determine whether students have attained the desired understandings listed in step 1. More importantly, this stage requires teachers to continually assess students before proceeding to the next unit:

- ✓ Informal checks for understanding such as oral questions, observations and dialogues
- ✓ Traditional quizzes, tests and open-ended academic prompts check for content knowledge
- ✓ Performance tasks and projects such as Project based Learning or Service Base Learning that GBA incorporates into the curriculum require students to apply content, skills and judgment to solve problems.
- ✓ A balance of different types of formative and summative assessments are important
- ✓ Open ended questions that require critical thinking

3. Plan Learning Experiences and Instruction that meet steps 1 and 2- with clearly defined results and established acceptable evidence of student understanding in mind, GBA teachers can now plan instructional activities keeping in mind the following important questions:

- 
- ✓ What knowledge and skills will students need to perform effectively to achieve the desired acceptable results?
 - ✓ What materials and resources are best suited to accomplish these goals?
 - ✓ How should it best be taught in light of the goals and standards?

- ✓ Is the overall design meaningful and effective to meet the desired results?
- ✓ What activities will equip students with the needed knowledge and skills?
- ✓ Activities must be varied and require using their minds as well as hands on

Throughout this 3 step planning process, asking essential questions and getting continuous feedback from students, other teachers within the department and within the school helps to achieve the end goals of student understanding. Research has found when students understand a concept; they can see the bigger picture and are more aware of their own knowledge. Teachers at GBA encourage students to think deeply and challenge them to make sense of new ideas.

Using this process allows for educational objectives to become the criteria by which materials are selected, instructional procedures are developed, content is outlined, and tests and examinations are used to prepare our students. GBA will use projects as instructional vehicles for ensuring student mastery of standards. GBA teachers will use this process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Projects assigned to students or groups of students will be aligned to the CCSS and cover the related claims and targets.

This process will also serve as the vehicle for ongoing conversations among and between grade levels and departments at GBA. All teachers are responsible for weekly staff meetings and PLCs, to engage in lesson study and the scrutiny of student work in order to critically examine lessons to determine their effectiveness.

Teachers will be in-serviced on the method outlined above by qualified individuals, specializing in professional development, comprehensive school reform and charter development, in order to design a comprehensive, professional development plan aimed at equipping the GBA staff with the knowledge and resources necessary to effectively engage in the Backward Design process. GBA plans to work with the nationally recognized consultant Insight Education Group and UC Irvine to structure this professional development.

B. Interventions and Supplemental Curriculum

Additional curriculum adoptions will be determined based on student needs, as determined by diagnostics assessments at the beginning of each year, and at every grade level. In particular, the school will focus substantial resources on identifying and serving under-performing students, who score basic proficiency on assessment testing. GBA will identify and address the needs of under-performing students through targeted intervention programs designed to accelerate their learning and bring them up to grade level. Depending on the identified needs of such students, GBA will adopt the necessary intervention programs (e.g. Acellus, Dataworks Vocabulary building program, IXL, etc.) to remediate achievement gaps.

Professional Development

Of utmost importance to GBA is the development of the faculty and staff. Student learning needs to continually be addressed through the formal faculty meetings, leadership meetings and assessment of student achievement data. Our partnership with University of California, Irvine affords our teachers and staff the advantage of being trained by top educators at UCI. GBA believes in a continual atmosphere of learning and developing. It is through ongoing development that teachers can strategize with their peers and learn the latest and greatest methods to successfully ensure student success.

Examples of development classes UCI will be offering our teachers:

- 1) Best practices and current research to support English Learners.
- 2) California Reading & Literature Project-provides high quality, standards-based professional development in reading and language instruction to help ensure that every California student PreK-12 achieves the highest standards of academic performance.
- 3) Irvine Math Project-design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics teachers.

A. Continuous Professional Development

GBA encourages our teachers to seek ongoing professional development throughout the year. Reflective data taken from faculty, staff, parents and leadership help develop the planning for professional development. Teachers are also encouraged to seek outside professional development to be amongst peers and collaborate.

GBA's instructional model focuses on the following strategies:

- Empower peer Collaborative learning
- Using rubrics created for the class then soliciting feedback
- Explicit Direct Instruction-Dataworks
- Integrating new knowledge
- Checking for Understanding
- Actively engage in meaningful discussions
- Long-term focus
- Connect and learn about colleagues
- Build a community of like-minded professionals
- Expect the unexpected

- Be current and remain curious
- Growth mindset
- Data inclusion instruction
- Corrective instruction for remediation
- Building relationships with students

A Lead Instructional Teacher (LIT) will be given the task of overseeing and guiding a process of systematic, intentional and continuous improvement in student achievement. LITs will remain current in the research and act as a resource to all personnel in the areas of curriculum, assessment practices and instruction. The Lead Instructional Teacher is given opportunities to coach new teachers, and maintain a rigorous research-based curriculum and instruction for student academic achievement. GBA's process includes analyzing data and developing improvement plans around what the data is saying for each student.

B. Curriculum for Professional Development at GBA

The Principal and Lead Instructional Teacher will both coordinate and collaborate to oversee the staff in the development, revision and implementation of all core content. It will also be their duties to oversee the skill, knowledge and performance area of the staff, the scope, sequence, articulation and placement of everything taught in grades 6th through 12th.

In addition, the following are addressed:


- Assume responsibility for the documentation and dissemination of all new and revised/updated curriculum.
- Guide and collaborate with the staff in the selection of instructional materials and resources, their modification, revision, deletion, organizational pattern and use.
- Coordinate, collaborate, and oversee staff in the implementation and development of performance assessments and their alignment with the respective standards.

C. Professional Development Goals

As stated previously, GBA teachers will collaborate with staff in developing and maintaining a program of continuous staff training in support of student achievement.


Improving Teacher Efficacy in the use of data

- Daily through Exit Slips
- Weekly through quizzes, class tests, and formative assessments
- Quarterly through Benchmarks



Teachers will have the opportunity to evaluate data during one-on-one meetings, the day after a Benchmark exam. During this time, teachers will identify trends in students' scores and responses and discuss with their peers what instructional practices can help improve scores. Teachers will identify how to correctively instruct whole class, small groups and individuals. Teachers will develop corrective instruction plans and re-assess plans and set goals to improve student mastery. Through the PLC process, instructional staff will identify strengths within the teaching staff to share best practices based on the student data.

D. University of California-Irvine Partnership for Professional Development



In order to support the teachers in the implementation of GBA strategies, the school will schedule professional development/PLC time on a weekly basis. Every professional development/PLC session will focus on one particular strategy, as outlined in the GBA instructional model. The goal is to provide teachers the necessary information regarding the particular strategy being presented, so as to allow the teacher to develop a confident and effective use of the strategy in the classroom. Once one strategy has been competently adopted, the professional development/PLC meetings shift their focus on to a different strategy. GBA has partnered with UCI to plan and implement this professional development/PLC program. The responsibilities of UCI will include providing training for professional development/PLC sessions, as well as, provide teachers feedback in regard to the implementation of the common instructional strategies.

A main component of the induction process is the GBA teacher summer session. This will be a two-week teacher-led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint themselves with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the GBA instructional model and workshops are presented by the Lead Instructional Teacher.

GBA teachers participate weekly in professional development that focuses on curriculum and data-driven instruction every Wednesday from 3:30-5:30. The initiation of ongoing professional development follows from mid-year, and end of the year assessments. Reflective data taken from leadership, faculty, staff and parents helps develop the planning for professional development. As stated above, the school focused much of the professional development/PLC designated time towards strengthening instructional strategies, analyzing student data and progress and aligning college-preparatory curriculum to Common Core State Standards.

GBA believes ongoing analysis of multiple measures are necessary to differentiate instruction. Mid-year and end of the year assessment reviews are not enough to determine the instructional strategy changes necessary to improve student achievement as required by the State or research based best practices.



E. Professional Development for the Common Core

GBA will continue to implement a professional development/PLC system, refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students.

GBA’s teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams, examine student work and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will regularly attend conferences, workshops and demonstration sites, to gather information on innovative strategies for improving student mastery and necessary content required for promotion. These teachers will share their findings during professional development/PLC days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

In addition to developing performance assessments for students, we will explore new evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation and demonstration lessons.

- Common Core and cross-curriculum teaching
- Subject-specific common core strategies
- Addressing the difference between teaching strategies and curriculum content
- Common Core and the English learner
- Common Core and the students with special needs

F. Professional Development Plan for Special Ed Student Needs

The professional development plan for GBA can be seen in the following chart:

Month	Title	Topic/Area of Focus
August	All About Global Business Academy	Organizational Culture, Mission & Vision
	Program Imperatives: Entrepreneur, Athletics & the Arts)	Core Programs

	<p>Understanding PBL</p> <p>Aligning Instruction with CCSS</p> <p>Teamwork through PLCs</p> <p>Backwards Planning</p> <p>Understanding Students with Disabilities</p> <p>Understanding English learners</p> <p>Understanding Special Ed Students</p> <p>Understanding Foster Youth</p> <p>Understanding Gifted Students (includes Webb's of Depth & Knowledge, & Content Imperatives)</p> <p>Acellus Training</p> <p>Illuminate Training</p> <p>Know Your Role: The Emergency Plan</p> <p>Classroom Management 101 (includes Flipped Classroom Method)</p> <p>Video Instructional Training/Acellus</p> <p>Advisory Model</p>	<p>Instructional Program: Project Based Learning</p> <p>Common Core Standards-based Instructional design</p> <p>Professional Learning Communities</p> <p>Instructional Design</p> <p>Differentiation</p> <p>Differentiation</p> <p>Differentiation</p> <p>Differentiation</p> <p>Differentiation</p> <p>Assessment & Data Analysis</p> <p>Assessment & Data Analysis</p> <p>Site Safety Training</p> <p>Classroom Management</p> <p>Curriculum Training</p> <p>Counseling/Assessment</p>
September	<p>Understanding PBL</p> <p>Understanding GBL</p> <p>Understanding SBL</p> <p>Unpacking the Standards (Pt. 1)</p>	<p>Instructional Strategies</p> <p>Instructional Strategies</p> <p>Instructional Strategies</p> <p>CCSS</p>


	Entrepreneurial Curriculum	Curriculum Training
October	Using Interim Assessments to Measure Student Growth	CCSS Assessments
	Using Data to Action Plan	Instructional Design
	Aligning Rubrics, Projects, & CCSS (Pt. 1)	Project Based Learning
	Unpacking the Standards (Pt. 2)	CCSS
November	Personal Goals/Evaluations	Employee Evaluations
	Knowing the CAASPP	CAASPP Assessments
December	Cognitive Rigor: Webb's Depth of Knowledge	Instructional Strategies
	Unpacking the Standards (Pt. 3)	CCSS
	Civic Learning Projects	Civic Learning
January	Building An Organization of Excellence: From Good to Great	Organizational Culture
	Raving Fans	Organizational Culture
	Tracking Student Success: Advisory, Student Performance, Coaching	Intervention Program Monitoring
February	Entrepreneur Internships	Community Partnerships
	Unpacking the Standards (Pt. 4)	Instructional Strategies
March	Preparing for the CAASPP	CAASPP Assessments
	Performance Tasks	CAASPP Assessments
	Aligning Rubrics, Projects, & CCSS (Pt. 1)	Project Based Learning
April	Student Academic Progress	Promotion/Retention
	LIMITED PD DUE TO CAASPP	
May		
June	End of Year Evaluation	Program Monitoring/Enhancement



Instructional Programs

GBA's goal of continuous improvement for student achievement aligns professional development training to collaborate with the staff in the identification, development of, training in and implementation of instructional methods appropriate to the respective curriculum they support.

Technology




Technology is pivotal to student learning and implementation of a curriculum database and computerized assessment system at GBA. It is important that the staff collaborates with operations, to provide technological instructional support and expand technologically-driven resources and research opportunities for students. It is critical that the staff is provided with training and support in developing technology-driven instructional applications in both the computer labs and the classroom in order to produce 21st Century Learners. The instructional staff can use programs such as Illuminate daily to provide formative assessments and develop data to guide instruction. Additionally, Illuminate can be utilized by administrative staff to compare classroom data to state assessments and assist when determining student placement or identifying students for academic interventions.

Recruiting Qualified Teachers

Qualified teachers are recruited through various search methods such as: EdJoin, ACSA, UCI, networking with other administrators from districts statewide, administrators and instructors from local universities and at community organizations. Recruitment is both local and global in an effort to successfully identify the teachers who will best assimilate to our unique school climate, thus providing an optimally research-based instructional approach (i.e. project-based learning, technology integration, etc.).

GBA recognizes the hiring process includes the entire school community. Parents provide input during Parent Advisory Committee (PAC) meetings, teachers assist in developing interview questions and sample lesson prompts during professional development meetings. Students participate in the demonstration lesson component presented by the prospective teacher(s).



Once hired, new teachers participate in a two-day Dataworks, Explicit Direct Instruction (EDI) training, Orientation meetings covering the GBA's educational philosophy, SPSA, WASC, LCAP instructional goals and educational expectations. Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. In addition, all teachers participate in the Harvard University's Explicit Direct Instruction and English Learner (EL) trainings. These professional development trainings are vital

in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Academic Calendar and Schedule

This section presents information about the annual calendar and the weekly/daily schedule for GBA, using the schedule template for the 2016-2017 academic year. We will be following the school year calendar; set forth below. The table below summarizes key dates for the 2016-2017 academic year. Subsequent years will follow a similar template and GBA reserves the right to make changes when necessary.

EVENT	DATE
New Teacher-Pre Service Day	Tue, Aug 30, 2016
All Teachers-Pre-Service Day	Wed-Thur, Aug 31 & Sept 1, 2016
OPENING DAY OF SCHOOL	Wed, Sept. 7, 2016
Back-to-School Night, Middle School	Tues, Wed, or Thur, Sept 20-22, 2016
End of First Quarter-Middle School	Wed, Nov 9, 2016
Professional Development-No School	Thur, Nov 10, 2016
Veterans Day	Fri, Nov 11, 2016
Thanksgiving Holiday	Mon-Fri, Nov 21-25, 2016
School Resumes	Mon, Nov 28, 2016
Winter Recess	Fri-Fri, Dec 23-Jan 6, 2017
School Resumes	Wed, Jan 4, 2017
Dr. Martin Luther King, Jr. Day	Mon, Jan 16, 2017
End of Second Quarter-Middle School	Wed, Feb 1, 2017
Second Semester Begins	Thur Feb 2, 2017
Lincoln Day	Fri, Feb 17, 2017
Washington Day	Mon Feb 20, 2017
Professional Development Day-No School	Fri, Mar 3, 2017
Spring Holiday	Mon-Fri, April 3-7, 2017
School Resumes	Mon, April 10, 2017
End of Third Quarter-Middle School	Wed, April 12, 2017
Memorial Day	Monday, May 29, 2017
End of Third quarter-Middle School	Thur, June 14, 2017
Last Day of School For All Students-Min Day	Fri, June 15, 2017

- 181 Instructional Days
- 2 No school days Professional Development Days during year
- 35 Minimum days for Professional Development
- 2 Minimum days for Testing

Bell Schedule

GBA will be using a modified Block Method for grades 9-12. More specifically, the A/B plan will be used so that students receive increased instructional time. The A/B Block method allows students have fewer classes, quizzes, and homework assignments each day. GBA reserves the right to modify the bell schedule when necessary. The bell Schedule for GBA shall be as follows:

Regular Schedule Grades 6- 8

Period 1 8:15 - 9:15 (60)
Period 2 9:20 - 10:15 (55)
Nutrition 10:15 – 10:30 (15)
Period 3 10:35 - 11:30 (55)
Period 4 11:35 - 12:30 (55)
Lunch 12:35 – 1:05 (30)
Period 5 1:10 – 2:05 (55)
Advisory 2:10 – 2:30 (20)
Period 6 2:35 - 3:30 (55)
Daily Instructional Minutes (355)

Early Dismissal AND Minimum Day Schedule Grades 6-8

Period 1 8:15 - 8:55 (40)
Period 2 9:00 - 9:40 (40)
Period 3 9:45 - 10:25 (40)
Nutrition 10:25 - 10:40 (15)
Period 4 10:40 - 11:20 (40)
Period 5 11:25 - 12:05 (40)
Period 6 12:10 - 12:45 (40)
Daily Instructional Minutes (240)

Regular Schedule Grades 9-10-11-12


Warning 7:45 – 7:50
Period 1 7:50 – 8:50 (60)
Period 2 8:55– 9:55 (60)
Nutrition 10:00 – 10:15 (15)
Period 3 10:20 – 11:20 (60)
Period 4 11:25 – 12:10 (55)
Lunch 12:15 – 12:45 (30)
Period 5 12:50 – 1:50 (60)
Advisory 1:55 – 2:25 (30)
Period 6 2:30– 3:30 (60)
Daily Instructional Minutes (385)

Early Dismissal AND Minimum Day Schedule Grades 9-10-11-12

Warning 7:45 – 7:50
Period 1 7:50 – 8:20 (40)
Period 2 8:25 – 9:05 (40)
Period 3 9:10 – 9:50 (40)
Nutrition 9:55 – 10:05 (10)
Period 4 10:10 – 10:50 (40)
Advisory 10:55 – 11:15 (20)
Period 5 11:20 – 12:00 (40)
Period 6 12:05 – 12:45 (40)
Daily Instructional Minutes (260)

The Middle and High School bell schedules have several advantages, including:


1. Early dismissal (12:45pm) every Friday to allow for weekly professional development.
2. Longer core content periods allow for deeper exploration of themes, and facilitate complex project-based instructional activities.
3. A break in the academic schedule for Advisory meetings in the middle of the day.

- 
4. A longer school day allowing students ample time to meet academic goals through core curriculum and enrichment.
 5. 30 minutes of GBA Advisory time to strengthen the relationship between students and their designated Advisors, develop character, and review and set goals for grade performance.

Additionally, the schedule of courses offered in each academic year will present the same number of instructional minutes to all the students of each grade, in accordance with state and federal requirements.

Instructional Periods

In alignment with the GBA College Preparatory, the daily schedule is optimized for student learning.




The Bell schedule for grades 6 through 8 uses a traditional daily schedule, with subjects presented every day to maximize instruction of Common Core State Standards. There are 6 periods, with a minimum of 55 minutes each for the core subject of Language Arts, Math, Science, History and PE. Additionally, All middle school students take a Mandarin class depending on their level of proficiency.

As previously described, the GBA Advisory Model is introduced in 6th and 7th grade, and acts as a bridge from their elementary school "home room" experience. This Advisory Model takes place after Period 5 to provide for a "break" in the afternoon. During this time the Advisory leader can support students in what is necessary. At days end, the Advisory Leader can review homework assignments, ensures that messages reach parents and answers student requests for help. The daily GBA Advisory period follows the recommendations of research that shows how the advisory program can "establish a connection between teacher and students [that] can be in the form of academic advisement and coaching, student-led conferences and portfolio development, character and study skills development, discussion of current events and packaged advisory program curricula." The CDE *Taking Center Stage: A Portal for Middle Grades Educators* on the Internet presents a series of best practices. Grade 8 has, for the most, part 60-minute periods. These longer periods allow for deeper exploration of subject matter, thematic integration and integrate interdisciplinary instruction to ensure mastery of content. In addition to their content instructors, all students meet with their GBA Advisory teachers, who may be one of their content instructors, fostering deep, supportive relationships with teachers. The schedule further supports a small learning community and minimizes opportunities for problems to arise. The schedule increases instructional time and reduces passing time, thus reducing potential social issues that typically arise in middle and high school climates.



Lunch times are staggered for the most part in order to foster a safe and pro-social environment. However, there is a 10-minute gap wherein 9th-12th graders may or




may not have lunch with 6-8th graders as they are encouraged to be outside after eating to get in physical activities for the remainder of their lunch period.

Specification of Instructional Days

The GBA academic year is as a single-track calendar with the start of instruction in the first week of September, with the end of the year set for the second full week of June. This schedule allows for a 4-6 week summer session, if needed for students that are performing below standards via comprehensive and online remediation offerings. The plan establishes for at least a 2 week winter break, and a one week Spring break, yet offer instructional days in excess of the 175 minimum days for GBAs, along with holidays and student-free in-service days.

Specification of Annual Instructional Minutes

The number of instructional minutes for each academic year will surpass Ed Code Sec. 47612.5(a)(1). GBA makes it a priority to exceed the number of minutes required by the state for pupils in grades 4-8, inclusive, 54,000 minutes and for pupils in grades 9-12, inclusive, 64,800 minutes.




The actual schedule for each year will be adjusted for the specifics of that year (dates of holidays, unique annual goals or requirements, adjustments for state budget allowances, etc.). Schedules are presented for the following:


- 64,255 Instructional minute tallies for grades 6-8 using the non-block schedule model “6 period” traditional day.
- 69,685 Instructional minute tallies for grades 9-12 using the GBA “Block Schedule” model of A/B Plan.

These tallies are further differentiated for the regular day bell schedule, and for the minimum day bell schedule. The latter is used every Friday to allow for teacher professional development, as well as for testing days and special event days.

A “Typical Day” at Global Business Academy – What a Visitor Should Expect to See When the School’s Vision is Being Fully Implemented




“C’mon Mom, hurry I want to get to school early again today!” My Mom-I can’t say enough about her because ever since I started at Global Business Academy she has been very involved in my school and the school can’t get enough of her. I love seeing my Mom at my school and I love showing her what I’m learning in school. I’ve been coming to school early for a week now because my class is working on developing a



flashlight that can be charged using solar power for use in poor countries around the world. We've been having all sorts of experts from the community come in and talk to us about every aspect of this project. I've spoken to a design engineer, a marketing expert, a production analysis guy and an attorney about getting our flashlight patented to protect us.

Yes, I'm finally at school! I'm running as fast as I can into the science lab where I see I'm not the only early bird-darn! Nicky and I pull out our design plans so far and we talk about how big this flashlight needs to be in order for solar energy to be effective. About 10 minutes later, Brenda joins us also. The three of us decide that we need to consult with our science teacher about solar energy and we head to his office. Unfortunately, along the way, the bell rings for the first class. That's ok because my classes are super fun and cool. I watched a video last night on photosynthesis and today we get to perform experiments applying what we saw on the video.

Boy that class flew by and 50 minutes just isn't enough time! My next class is Social Studies and we are finishing up the game brochure that we started creating last week. The teacher had us create a game with aspects of what we liked about our favorite games into one. Then she asked us to write a brochure on how to play the game. We had to include strategies and hints on how to win or get to the next level. That was really neat because I got to read strategies from my friends that I never thought of. I'm sure I'll win every time if I played this game with my family!




On to the second half of my day now after lunch. Lunch is one of my favorite times because I get to see all the 6-8 graders at one time. Although I'm a 7th grader, I have friends in 6th and 8th grades so lunch is time to catch up with friends. We talk about what the other classes do and what projects they are working on. I've made some cool friends that aren't even in my grade but we see each other at lunch and after school in sports.

My day is almost over and it's flying by! I love that all my lessons are on video because I need to review something tonight for a project in Science class and I've never been a good note taker. Plus I hate to carry a million books each day. I'll have good news to report to my parents tonight because my Advisory told me that she thinks I can take Honors classes now with how well I've been performing in regular classes? Imagine that, a C student at my last school and now I'm getting all As and going to take Honors classes! Wait till I brag this to my cousin!

Classes are over and now I'm off to football. This is the time where I meet high schoolers on my team and we talk about projects they are doing and classes that I get to look forward to next year. One of the seniors told me yesterday he's currently doing an internship at Google-how totally awesome would that be! I can't wait to be a senior here.



Charter Implementation Plan



The transition from the first year of GBA to the second year represents the opportunity to add additional students as the entering 8th graders transition to 9th grade. In addition, GBA will be adding 136 incoming 6th grade students each year. The second year is also important as GBA adds one more group of 34 students to the new 9th grade class. This allows for GBA to serve more students as the traditional GBA environment in Capistrano Unified School District ends at 8th grade. GBA will continue to maintain and address the needs of our students. Among the goals for this authorization includes:

- Expand the data driven instruction strategies.
- Expand the use of blended learning tools.
- Expand the high school program from 3 class groups per grade to 4, for a high school enrollment of 400 students.
- Full enroll for the grades 6-8 for 3 class groups per grade for a middle school enrollment of 225.
- Upgrade the facilities with improved amenities for safety, security, student well-being and staff efficiency, such as improved and expanded restroom facilities, modern HVAC systems, and new/improved gates/fences and necessary infrastructure to adequately support technology-based instructional practices.



UC A-G Requirement Course Certification

GBA intends on getting the University of California's A-G eligibility course Certification. This process will begin upon charter approval so that our first year 9th graders in the year 2017 will be taking courses with this certification.

a - History / Social Science - 2 years required- Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

b - English - 4 years required- Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

c - Mathematics - 3 years required , 4 years recommended- Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of these requirements.

d - Laboratory Science - 2 years required , 3 years recommended-Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.



e - Language Other than English - 2 years required , 3 years recommended-Two years of the same language other than English.




f - Visual & Performing Arts - 1 year required

g - Elective - 1 year required- One year (two semesters), in addition to those required in "a-f" above.

Support for Students in All Sub-groups


With a collaborative environment amongst teachers and parents on identifying and addressing students' needs and addressing those needs, Global Business Academy will use this process for student success. Teachers meet frequently to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment. GBA is committed to the ideals of academic excellence and personal growth for all students. Our plan of full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations served include English language learners, academically gifted students, academically low-achieving students, students of low socioeconomic status, and students with special needs.



We identify at-risk students based on standardized tests and those who are not meeting grade level standards on classroom and state assessments. There is immediate intervention by teachers to ensure academic excellence. A remedial intervention is offered before school and/or after school to students in grades 6-12. Students performing above grade level standards are given the opportunity to participate in studies that challenge and address their strengths. Enrichment field trips and events are provided at various times throughout the year. GBA is committed to the ideals of academic excellence, personal growth for all students and leadership.

1. English Learners

GBA will be identifying potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic Common Core State Standards curriculum. Instructional plans for English Learners must be (1) researched-based, sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful. Global Business Academy is deeply committed to the success of its English Learners ("EL"), and will provide them with an effective English language acquisition program that affords meaningful access to the school's academic Common Core State Standards curriculum.



GBA will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Teachers will work collaboratively to provide ELs access to GBA's rigorous curriculum as well as to English language development. Teachers work effectively with ELs to ensure that they




acquire the English language and academic skills identified in GBA's curriculum and meet state standards.

GBA will meet all applicable legal requirements for English Learners ("EL") as it pertains

- To annual notification to parents,
- Teacher qualifications and training,
- Student identification,
- Placement, program options,
- Monitoring and evaluating program effectiveness,
- EL and core content instruction, ,
- Re-classification to fluent English proficient status, ,
- Standardized testing requirement.

In the event a student enters GBA without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD level will be utilized to maximize the student's capacity for English language acquisition.




GBA reclassifies English Learners in accordance with federal and state requirements. GBA continues to monitor students who have been reclassified for the required three-years (as RFEP). Intervention is provided to students who are classified below proficient on the Smarter-Balanced assessment.


GBA ensures parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents. The GBA English language support program will consist of the following five steps:

1. Identification: A home language survey (HLS) will be distributed to every student as part of the enrollment process within 30 days or 60 days before the start of the school year, and annually each year afterward. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey will be equitable, comprehensive and not based on prior assumptions. Students are assessed in: listening comprehension, speaking, reading, and writing. If GBA is not a student's first California public school, GBA will attempt to retrieve a copy of the student's home language survey from the prior school(s) of attendance. Within 90 days of initial enrollment, pupils identified as having limited English proficiency are further assessed for primary language proficiency in listening comprehension, speaking, reading, and writing.

GBA shall follow all California English Language Development Test (CELDT/ELPAC) testing timelines to ensure students receive proper instruction. GBA shall comply with the applicable requirements of the ESSA with regard to EL pupils.




2. Assessment: Standardized tests such as the California English Language Development Test (CELDT/ELPAC) will be given to each incoming EL to determine each



student's home language and English language proficiency level. The CELDT/ELPAC will be administered to all new students with a home language other than English (as indicated on their HLS) and to all English learners annually to determine students' individual proficiency level for reclassifying if necessary. The CELDT will be administered annually to all students qualifying as English language learners until the student is reclassified fluent English proficient (RFEP).

a. GBA will notify parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results

3. Support Services: GBA will create an environment in which non-English speaking families feel supported and welcomed. GBA will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed. Inside the GBA classrooms, teachers will engage in best practices to support ELs. ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. GBA staff will continue to receive professional development in Specially Designed Academic Instruction in English as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.



These practices include, but are not limited to: project-based learning with an emphasis on multiple ways of showing mastery of knowledge, heterogeneous groupings in core academic classes, supplemental pull-out instruction with a focus on academic language acquisition, after-school support and tutoring. In addition, the GBA instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During teacher/parent/student meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL-Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- EL-Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL-With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL-Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

Appropriate language support services will be provided to all students that require them. English as a Second language (ESL) teachers will work closely with the interdisciplinary teaching teams to provide teaching strategies and support for classes containing EL students. Teachers will monitor ELs through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Based on these observations, plans to address the needs will be developed and implemented into the curriculum. Teachers will be trained to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help all students become more effective learners. The EL programs will utilize the same educational content as the regular school programs. English language learners in the 6th grade will receive designated English Language Development instruction for a minimum of 30 minutes daily. Students in grades 9, 10, 11, and 12 will be scheduled into an ELD course to support English language acquisition. The curriculum of the ELD course will be intended to support academic language as well as college and career readiness.

a. If there are over 21 ELL students at GBA, GBA will create an English Learner Advisory Committee (ELAC). Parents or guardians of ELs will have an opportunity to elect parent members to serve on the ELAC or subcommittee. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school.

ELAC has 4 legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance

b. Parent Notification and involvement: The Principal shall send a notification of the results of English proficiency assessments to all parents/guardians of pupils

assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and in the pupil's primary language. In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Parents/guardians also shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.


- 1) School will notify parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results.
- 2) Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

4. Transition: Once a student gains proficiency in English, GBA staff will be responsible for transferring the student out of the EL program and into the regular school program. Transfers will be based on pre-determined criteria established by staff at the school.


5. Monitoring/Ongoing Evaluation: GBA's evaluation for the program effectiveness for ELs includes: Assessing students' English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports CELDT results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-CELDT assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, GBA administration monitors teacher qualifications for legal compliance and the availability of adequate resources

Students exiting an EL program to a regular program will be continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student needs or if further language development is required. Instruction for GBA students identified as EL's will integrate the CA Common Core State Standards, NEXT Generation. GBA will seek to recruit teachers that hold or are working toward attaining either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELs. Teachers will be well-versed in Specially Designed Academic Instruction In English (SDAIE) and English Language Development (ELD) techniques. If necessary, after-school supplemental programs summer classes, or Jump Start programs will be available to support EL development.


GBA will follow the state guidelines for the reclassification of English learners. Reclassification will use these criteria:

- 
- Performance level on the Fall CELDT/ELPAC.
 - Performance level in Language Arts on the SBAC.
 - Performance in the Fall and/or Spring semester in Language Arts
 - Teacher observations

GBA will incorporate an English Language Development (ELD) program that will target students who are struggling with the development of their English language skills that will include:

- 
- Ongoing measurement of each English Learner student's progress toward English language proficiency, through the use of ELD portfolios.
 - Use of Dataworks, and Acellus to assist EL students.
 - Ongoing professional development in the area of sheltered instruction for all subject area teachers. Sheltered instruction is an approach to teaching English language learners which integrates language and content instruction. The dual goals of sheltered instruction are: to provide access to mainstream, grade-level content, and. to promote the development of English language proficiency.
 - Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.
 - Using Explicit Direct Instructions that provides vocabulary and language acquisition, reading comprehension and skills needed for learning English.
 - Hold quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC provides leadership for our EL students.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- 
- The English Learner Master Plan programs will be developed and fully implemented.
 - ALL English Learners will master the English language as efficiently and effectively as possible.
 - ALL English Learners will achieve academic success.
 - Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.
 - ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared to develop the ability to live and work productively in various cultural settings throughout the wider society.
 - There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.

- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in native language as well as English.

GBA will seek to have English Learners develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Fluency in technology
- Information literacy
- Social and environmental responsibility
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation


6. Reclassification to FEP Status: GBA has criterias to determine fluent English proficient (FEP) for ELs consistent with legal requirements regarding standardized testing and the Capo Unified School District. In addition, GBA will monitor student performance to ensure on-going academic success for reclassified students. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following.

English learners shall be reclassified to fluent English proficient (FEP) when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of pupils of the same age or grade whose primary language is English. The proficiency shall be assessed by means of the following criteria:

- a. Teacher evaluation of the pupil's English language proficiency and curriculum mastery;
- b. Objective assessment of the pupil's English listening comprehension, speaking, reading and writing skills;
- c. Objective data on the pupil's academic performance in English; and
- d. Parent consultation.

Students exiting an EL program to a regular program will be continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student needs or if further language development is required.

Learning Environment for English Learners




English Learners at GBA will be provided a safe, non-threatening and affirming learning environment in which they can succeed to:

- Interact, collaborate, communicate, and negotiate with their peers
- Use and fully develop their language and culture
- Draw on prior knowledge to support access to the curriculum
- Experience an education that is rich and challenging, which will prepare our student to be college and career ready
- Participate in Project-based learning opportunities to exhibit proficiency of the CCSS through multiple modalities
- Share equitably in the allocation of access and resources
- Have their voices heard and reflected throughout the school community

Instructional Methods for English Learners


English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:


- Opportunities for active processing, deep and critical thinking, and reflection
- The integration of technology interwoven into the instructional framework
- Connections between new and prior knowledge
- Complex, hands-on learning experiences
- Examining issues of social justice, which have daily impact on students' families and their communities



In the event a student enters GBA without records and/or prior assessment and there is a family request or an apparent need for English language enrichment and development, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD level as identified by the California Department of Education will be utilized to maximize the student's capacity for English language acquisition.


Among the instructional practices provided to all GBA students, modalities such as the flipped classroom model will benefit English Learner students as the infusion of technology throughout instruction assists the language acquisition process of English Learner students by “enhancing motivation and confidence” (Lacina, 2004; Lin, 2009). The instructional technology practices at GBA will address the basic interpersonal communication skills as well as the cognitive academic language proficiency crucial to successful language acquisition (Brozek & Duckworth, (2011) Supporting English Language learners through technology, Educator’s Voice, volume IV, p. 10). Multimedia technology, such that will be utilized through the flipped classroom model, incorporates visual representations of instruction to provide contextual clues to students that promote second-language proficiency and scaffold the content “between everyday language and more difficult academic language (Brozek & Duckworth, p. 11). According to Brozek and





Duckworth, the use of multimedia technology also allows for English Learner students to exhibit proficiency through multiple means (p. 11).

Ensuring success for English Learner students in the basis of instructional technology will require initial and continued professional development for the staff. To provide English Learners with the opportunity to be academically successful, it is essential to determine what students know, provide a review of basic technology terms and functions, demonstrate the technology with the students, and assess comprehension along the way (Robertson, Preparing ELLs to be 21st-Century learners, ¡Colorín colorado! Retrieved from <http://www.colorincolorado.org/article/preparing-ells-be-21st-century-learners>). According to Maya Payne Smart, the use of instructional technology for English Learner students promotes acquisition of phonics, expands vocabulary, increases fluency and reading comprehension skills, and stimulates language building block acquisition (Smart, 2008, The word and the world: technology aids English-Language Learners. Retrieved from <http://www.edutopia.org/technology-software-english-language-learners>).




In addition to the technology-based curricular program, the focus on entrepreneurial aspects, supported through project-based opportunities for all students, encourages students to be creative, work collaboratively in groups, and utilize prior knowledge to make connections to information. The collaborative nature of student groups increases social and academic engagement and supports gains in content and language proficiency.

The integration of technology into the instructional program at GBA along with the California English Language Development Standards and ELA/ELD Framework, as well as initial and ongoing professional development for the instructional staff, will provide a comprehensive foundation and system of support for our English Learner students to gain second language proficiency, access the rigorous curriculum, and become skilled 21st Century students.

2. Gifted and Talented Students and Student Achieving Above Grade Level

Gifted Students Network (GATE PROGRAM)



Together with **University of California, Irvine**, GBA is committed to providing gifted students with a curriculum that keeps them challenged, engaged and successful in their quest for learning. We believe that gifted students are represented through all ethnic, racial groups, learning modalities, and income levels. They all exhibit different characteristics, traits and ways to express their giftedness. With no two gifted students alike, it is imperative various ways must be used for identifying these gifted students. Because common assessment tools used for identification often exclude underserved gifted students who are English Language Learners, disabled or from minority or low income-income backgrounds, GBA uses multiple assessments, both objective and subjective, to ensure no gifted student is overlooked.



Below are criterias of which GBA uses to identify gifted students:

- We use a combination of objective quantifiably measured and subjective personally observed instruments in identification
- Common practice tests and assessments such as Otis-Lennon (OLSAT), and the Naglieri Nonverbal Ability Test – Second Ed. (NNAT-2)
- Student's cumulative records
- Achievement tests
- Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction as determined by administrator and teacher observations

Process for Identification: Identification is accomplished through an assessment process consisting of the following components:

1. Search and referral,
2. Screening, and
3. GBA Teacher determination.

Here are the initial steps:



Search and referral: The GATE Coordinator develops an initial list of potential candidates through the process of reviewing CST data, personal observation and feedback from teachers, parents and administrators. Parents complete a questionnaire.


Screening: The school administrator or designee screens students by collecting data from existing sources, such as, the cumulative record, CST data, quarterly benchmark results, grades, interviews with advisors from GBA Community, Student Government Association, National Honor Society, or club and parent questionnaire.

Notification of Eligibility or Non-eligibility

1. School will notify the parents of student's eligibility and program overview or non-eligibility.
2. School will develop an orange folder to place in the cumulative files containing the Committee Report on Eligibility or Non-eligibility.
3. School receives a Parent Consent for Participation for each eligible student, which parent must sign for student participation in the gifted/talented program. The orange folder and the consent form must be kept in student's cumulative file.

Program for Gifted and Talented Students include monthly activities, daily differentiation for problem solving and critical thinking, accelerated courses, student portfolios and annual showcase. Gifted students need gifted programs because the "general education program is not yet ready to meet the needs of gifted students" . Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M.






Callahan (Eds.), *Fundamentals of gifted education* (pp. 1–10). New York, NY: Routledge. It is more than just giving students a challenge in classrooms. Several longitudinal studies have shown that gifted programs have a positive effect on students' post-secondary plans and influence their futures. Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. *Journal of Applied Psychology, 4*, 718–729.


GBA follows the National Organization for Gifted Children's education practices when it comes to our programs:

- **Accelerated classes-** Students who can move through traditional curriculum at rates faster than typical can be offered acceleration in the form of grade-skipping, online enrichment course offerings, or even taking dual-credit courses such as Advanced Placement and International Baccalaureate programs.
 - ✓ Many research studies confirm this as a way to keep students challenged and provide students a chance to thrive.
- **Curriculum compacting-** Allowing teachers to make adjustments for students who have already mastered older content is a technique that enriches curriculum. Teachers can provide new content, new enrichment options, and other activities. When teachers simply have students relearn material they already know, this can lead to frustration, boredom and ultimately, underachievement. Renzulli, J. S., & Reis, S. M. (2014). *The school wide enrichment model: A how-to guide for talent development (3rd ed.)*. Waco, TX: Prufrock Press.
- **Grouping strategies-** Grouping students together with certain abilities, traits, and characteristics allow gifted students access to appropriate levels of challenge and complexity to collaborate. Researchers are reporting positive social and emotional gain as well as being the "most effective and efficient means for schools to provide more challenging coursework, giving these children access to advanced content and providing them with a peer group. Rogers, K. B. (2006). *A menu of options for grouping gifted students*. Waco, TX: Prufrock Press.

Together with **University of California, Irvine Gifted Students Network**, GBA, plans on not only recognizing the learning and developmental differences of gifted students and their talents but we plan on promoting ongoing self-understanding, awareness of their needs, and cognitive and effective growth in school, home, and community settings to ensure successful student outcomes.



GBA's GATE Plan will be reviewed annually to include information gathered from student assessment data, staff surveys, student surveys and parent surveys. Administrators will assign teachers to teach academically high achieving students based on their preparation, training, experience, personal attributes, and competencies for




teaching academically high achieving children. In addition, Webb's Depth of Knowledge method will be used to bring deeper meaning and rigor to lesson mastery. Records of Professional Development will be kept on file.

GBA's GATE Coordinator identifies academically high achieving students from varying linguistic, economic, and cultural backgrounds. These students have the opportunity to participate in the program as evidenced by class lists, GATE student lists and GATE advisory parent meetings. The GATE Coordinator will be responsible for keeping parents of GATE students abreast of scholarships, specialized programs, and other extracurricular activities directly relating to GATE students.


Students will participate in monthly GATE activities and competitions that will be led by the GATE Coordinator. At the end of the school year they will create a student portfolio and participate in annual showcase. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner. Throughout the school year, evidence of learning is collected and showcased to share the deeper and broader understanding and application of content.

The mission of GBA includes assuring that all students' educational experience is rigorous. This will be accomplished via the educational program components described below:

- 
- Linked Learning,
 - Project-based Learning,
 - Grade-level Advisory,
 - Service-Based Learning,
 - Game Based Learning,
 - Block Scheduling with Electives
 - Integrated curriculum.

Teachers will be prepared to provide additional challenges for these students with these components among others. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner. Students working at different paces can be paired so that students excelling in a particular subject assist students struggling with material that is more challenging. Research shows people deepen understanding through the process of teaching others.

3. Students Achieving Below Grade Level



The progress of all GBA students will be reviewed throughout the year, with progress and concerns recorded in each student's Individual Learning Plan (ILP). Every year at the end of the first quarter, the fall benchmark assessments are compared to the outcomes of the previous tests to set the academic goals for the year. GBA will use the

Smarter Balanced Assessments as well as classroom and grade-level assessments to measure student academic achievement. The ILP goals for each subject are compared to the goals of the previous year's ILP (if a returning student), and aligned to the school-wide achievement plans.

GBA identifies students' performing below grade level through the results of ILP and student work products. Faculty identifies students struggling to stay at grade level throughout the year by on-going assessments and monitoring their ILP. The GBA Advisory Instructor is in the lead role to ensure that the ILP is up-to-date, and to interpret the latest information and communicate this information to the school and the parent. The Administrators support the Advisory Instructor in this continuous review.

Notification to Parents and Involvement

1. School will notify the parents of student's performing below grade level.
2. School will develop a green folder to place in the cumulative files containing the Committee Report.
3. School receives a Parent Consent acknowledging the need for intervention strategies.
4. Parents sign a Participation agreement with the school confirming they will be our partner in ensuring the student is meeting their new responsibilities at home including but not limited to additional instructional time at home, completing planner info, additional exposure to information being presented in the lesson.
5. Parents agree to keep the school informed of student progress at home.
6. Parents will be informed of any progress or non-progress of student to ensure adequate referral to the next level is taken or student progresses out of intervention.
7. The green folder and the consent form must be kept in student's cumulative file.

The support provided by GBA to all students falls within a range of intervention strategies, presented according to need. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to Level 2 of support strategies.

These services fall along the "Response To Intervention" (RTI) scale, according to need:

Level 1 Support Strategies for All Students:

- Additional instructional time.
- Focus on accelerating student progress and meeting student needs.
- Differentiated instruction.
- Ongoing assessment of students to determine instructional strengths and needs.
- Additional exposure to the information and language being presented in the lesson.
- Multiple and Flexible groups to meet student needs.



- Progress reports to parents/guardians.
- Para professional support.
- Planner checks.

Level 2 Support Strategies for Low-Achieving Students:

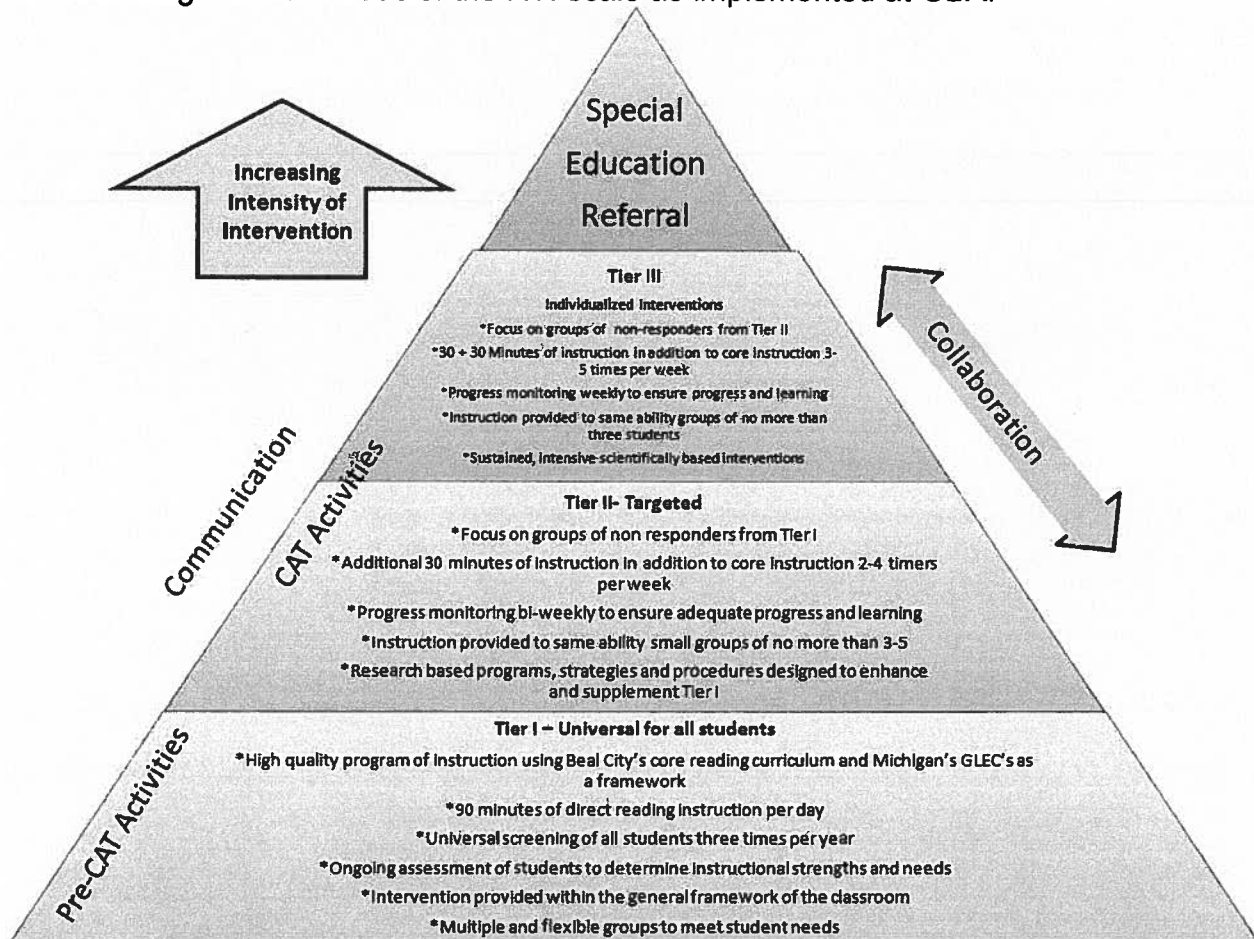
- Focus on groups of non-responders from Level 1
 - ✓ Teacher assistance.
 - ✓ Extended day program for tutoring.
 - ✓ Counseling and parent meetings.
- Additional Focused assignments 2-4 times per week:
 - ✓ Progress monitoring bi-weekly to ensure adequate progress and learning.
 - ✓ One-on-One Instruction by teachers or small groups no more than 3-5.
 - ✓ Research based programs, strategies and procedures designed to enhance and supplement Level 1.

Level 3 Support Strategies for Low-Achieving Students:


- Special education/general education collaboration for instruction and assignments.
- Focus on groups of non-responders from Level 2.
- Formal GBA Advisory meeting held to determine need for initial assessment for Special Education.
- Additional focused assignments 3-5 times per week.
- Special education classes providing academic support and learning strategies.
- Progress monitoring weekly to ensure progress and learning.
- Sustained, intensive, scientifically based interventions.




The following is a schematic of the RTI scale as implemented at GBA:



GBA recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student for consideration of Special Education Services. Prior to the referral for initial assessment to determine the possibility of a learning disability, multiple interventions, parent conferences, and SST meetings must be conducted and documented. All GBA staff will be offered training in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students' simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their Advisory sessions (described in an earlier section of this element) or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services.




In core and non-core academic areas, the central goal for all GBA students will continue to be for all students to demonstrate academic proficiency in all of the core academic areas. "Proficiency" will be defined as a score of "Standard Met" or "Standard Exceeded" based on the CCSS. Additionally, within the student scores on the standards, students receive a score on the individual claims within the ELA and Mathematics portion of the SBAC. Proficiency on the claims is determined by a score of "At or Near Standard" or "Above Standard" on the Common Core State Standards Test/ Smarter Balance, and "Satisfactory" evaluations on ILP goals, projects, or presentations. "Proficiency" for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT/ELPAC.




Students arriving with standard scores below grade level in reading and math will be enrolled in supplemental programs such as Acellus and Dataworks. GBA is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students will receive reading instruction at their level of proficiency through the Acellus and Dataworks. Students struggling with math computation receive support during and after school via Acellus and Dataworks. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction.

Regular progress monitoring is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data are used to identify appropriate placements, modify instruction, and identify student needs. The progress of all GBA students will be reviewed throughout the year, with progress and concerns recorded in each student's Individualized Learning Plan (ILP).

4. Students of Low Socioeconomic Status.




GBA is committed to meeting the needs of all students who enroll in the school. Students who are socio-economically disadvantaged need opportunities for enrichment and GBA provides these opportunities through a rich, well-rounded educational experience. The students are provided a variety of activities and experiences in which they may not otherwise participate. For example, students attend field trips as part of their curriculum. These school field trips include hands-on science, drama performances, and guest speakers to expose the students to careers, Holocaust victims, Suicide Prevention, Drug Prevention, Anti-bullying, and Character Education. We incorporate art, music, science and entrepreneurialism. We explore foreign culture enrichment in each grade. In addition, our students are exposed to community service, which encourages a lifetime of volunteerism. Some of the community services may include Toys for Tots, Children's Hospital, not to mention beach clean-up, blood drives, and starting and maintaining a garden. These activities enrich our children and our



community. Students and families are provided resources like Parent development, uniform assistance and free and reduced lunch when applicable.


Academic services for socio-economically disadvantaged students begin with an assessment of what the student needs to increase academic performance. Instructional activities will vary to accommodate different learning styles to draw out students various strengths. Students requiring additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. When additional interventions are needed, the staff will be proactive in coordinating support services. Students may receive services through the Response to Intervention Program. These classes address Reading comprehension, Reading Decoding, Reading Fluency, Mathematics Calculation, Mathematics Applied Problems, and Written Expression servicing to remediate missing skills.




The Title I program at GBA has been designed to improve the educational performance of targeted at risk students. The students are identified for the program based on their performance on the SBAC, Quarterly Benchmarks, Grades, and Teacher Recommendation. The program is designed to reach all students who are struggling and in need of academic assistance. The students receive extra academic support in small groups guided by a classroom teacher during their elective class. The students are frequently assessed and have their results monitored to determine if they need to remain or exit the program. In addition, the parent involvement component is critical in assuring that parents know their rights and is encouraged to play in active role in their child's academic success.

GBA believes that the entrepreneurial focus of its Standards-Based Educational Program significantly increases learning opportunities for the socio-economically disadvantaged population. Many of these students are born into poverty and violence. Learning about being an entrepreneur will provide them with the feeling they could take control of their future. Entrepreneur education has been shown to motivate students to improve their math, reading, and writing skills and to stay in school. Strategies for our socio-economically disadvantaged students draw heavily from our core belief that when students are engaged in learning activities that are relevant to the real world, learning will be more meaningful and comprehension will improve. Every teacher designs lessons that reflect the students' world. The entrepreneurial experience is used a platform to understand the core curriculum. For example, students learn to manage their money in their math classes as if they were entrepreneurs seeking to maximize their profit.

5. Student Success Team (SST)




If a student is struggling either academically or socially, the classroom teacher implements intervention strategies to remediate the problem. When further measures are required, the teacher or parent requests a Student Success Team meeting. The team includes the parents, classroom teacher, an administrator or designee, the

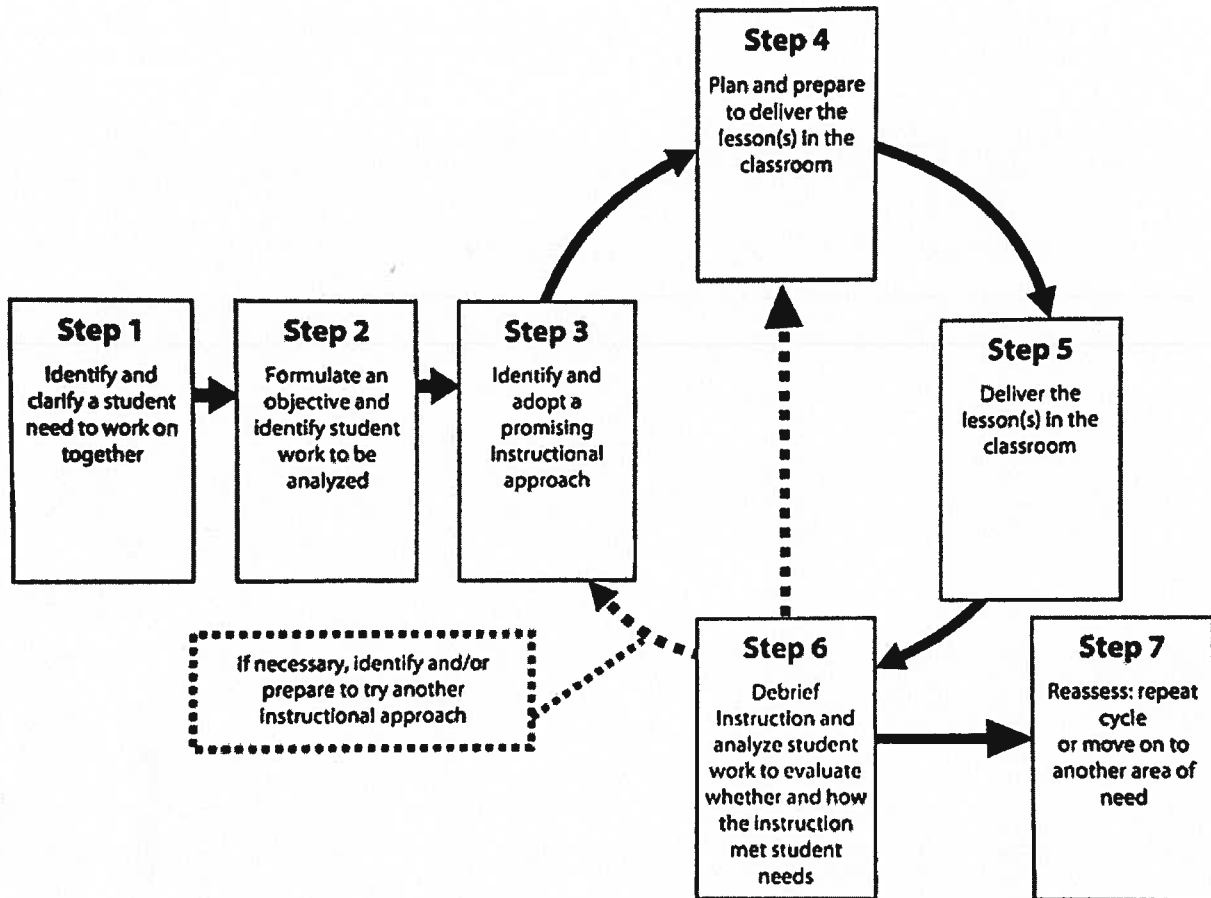


Student Success Team Coordinator, the Advisory teacher, nurse (if staffed and participation is appropriate), psychologist, and student, when deemed appropriate. The team identifies the student's strengths and weaknesses, and then develops a "Success Plan". Often, the plan includes one or more follow-up meeting. Students who need psycho-educational testing are referred through the Student Success Team after multiple interventions have been implemented but yield minimal success. Examples of a Success Plan include modifications of classroom work and assessments and/or further formal testing. Student Success Teams revisit student progress and implementation of modifications to determine their effectiveness.

With the completion of formal psycho-educational testing, recommendations for placement in special programs and/or referrals to other support personnel are made when necessary. In some cases, following the initial assessment, students may not exhibit a discrepancy impacting learning and therefore not qualify for special education services. In these cases, the student may be served by a 504 plan in the case of ADD/ADHD, for example. Servicing may include push-in (mainstreamed), pullout, and/or ongoing consultation. The graph below details the Student Success Team referral process at GBA.

- 
- **Step 1** - Identify and clarify a student need and areas of need/support
 - **Step 2** - Formulate an objective and identify student work to be analyzed
 - **Step 3** - Identify and adopt appropriate instructional approach
 - **Step 4** - Plan and prepare to deliver the lesson(s) in the classroom
 - **Step 5** - Deliver the lesson(s) in the classroom
 - **Step 6** - Debrief instruction and analyze student work to evaluate whether and how the instruction met student needs.
 - **Step 7** -Reassess: repeat cycle or move on to another area of need/support

If necessary, identify and/or try to prepare another instructional approach. Repeat Steps 4 through 6 if trying a modified or new approach.



MEETING THE NEEDS OF SPECIAL EDUCATION STUDENTS

Overview

GBA 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").

GBA shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

GBA 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.

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

Services for Students under the "IDEIA"

The following description regarding how special education and related services will be provided and funded is being proposed by the GBA for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, 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 Memorandum of Understanding ("MOU"), delineating the respective responsibilities of GBA and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize GBA's understanding of the manner in which special education instruction and related services shall be provided by GBA and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and GBA as agreed upon in a MOU:

GBA shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). GBA shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, GBA reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, GBA seeks services from the District for special education students enrolled in GBA in the same manner as is provided to students in other District schools. GBA will follow the District and 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. GBA will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between GBA and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that GBA and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as GBA functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and GBA which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving GBA students. Accordingly, GBA shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). GBA agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, GBA seeks services from the District for special education students enrolled in GBA in the same manner as is provided to students in other District schools.

GBA acknowledges the importance of cooperating with the District so that the District can provide special education services to GBA students. GBA agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to GBA students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. GBA believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at GBA will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. GBA staff shall participate in all mandatory District in-service training relating to special education.

It is GBA’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs GBA that current District practice is for the individual school sites to hire site special education staff or the District and GBA agree that GBA must hire on-site special education staff. In that instance, GBA shall ensure that all special education staff hired by GBA is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by GBA (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to GBA students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and




psychologists.

Notification and Coordination

GBA shall follow District policies as they apply to all District schools for responding to implementation of special education services. GBA will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

GBA shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. GBA shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral



GBA shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. GBA will implement District and 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.

It is GBA's understanding that the District shall provide GBA with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that GBA is provided with notification and relevant files of all students who have an existing IEP and who are transferring to GBA from a District school. The District shall have unfettered access to all GBA student records and information in order to serve all of GBA's students' special needs.

In the event that GBA receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, GBA and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

GBA will follow District 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. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. GBA shall work in collaboration with the District to obtain parent/guardian consent to assess GBA students. GBA shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is GBA's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. GBA shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and GBA: the Principal and/or the Charter School GBA 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 classroom; the student, if appropriate; and other GBA representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is GBA's understanding that the District 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 of notice of parental rights.

IEP Development

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

GBA shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. GBA shall assist the District in implementing IEPs, pursuant to District and SELPA polices in the same manner as any other school of the District. The District and GBA will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision

of services. As part of this responsibility, GBA shall provide the District and the 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 GBA's non-special education students. GBA shall also provide all home-school coordination and information exchange unless directed otherwise by the District. GBA shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. GBA shall comply with any directive of the District as relates to the coordination of GBA and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

GBA shall comply with Education Code Section 56325 with regard to students transferring into GBA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in GBA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and GBA 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 the District and GBA 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 GBA from a district operated program under the same special education local plan area of the District within the same academic year, the District and GBA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to GBA with an IEP from outside of California during the same academic year, the District and GBA 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 the District conducts and 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 the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. GBA shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. GBA shall immediately notify the District of all parental requests




for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to GBA and no student shall be denied admission nor counseled out of GBA 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

GBA shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. GBA shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. GBA shall immediately notify the District of any concerns raised by parents. In addition, GBA and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.




The District's designated representative, in consultation with GBA's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. GBA shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

GBA and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and GBA shall comply with the District's decision.

GBA and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings



The District may initiate a due process hearing or request for mediation with respect to a student enrolled in GBA if the District determines such action is legally necessary or advisable. GBA agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and GBA shall work together to defend the case. In the event that the District determines that legal representation is needed, GBA agrees that it shall be jointly represented by legal counsel of the District's choosing.

GBA understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any GBA student necessary to protect its rights.

SELPA Representation

It is GBA's understanding that the District shall represent GBA at all SELPA meetings and report to GBA of SELPA activities in the same manner as is reported to all schools within the District.

Funding

GBA understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and GBA. GBA anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District


The District shall retain all state and federal special education funding allocated for GBA students through the SELPA Annual Budget Plan, and shall be entitled to count GBA students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide GBA students with placements at locations other than at GBA's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from GBA the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the GBA site.

Contribution to Encroachment

GBA shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, GBA shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice GBA for GBA's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to GBA) divided by the total number of




District ADA (including GBA students), and multiplied by the total number of GBA ADA. The GBA ADA shall include all GBA students, regardless of home district.

Special Education Strategies for Instruction and Services

GBA will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. GBA will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through GBA’s extended day and year, available to all students. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Section 504 of the Rehabilitation Act


GBA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.



GBA 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 GBA. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.


A 504 team will be assembled by the Principal or designee and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who 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.

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- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligent quotient.
 - Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA 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 the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.



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

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

The GBA staff will continue to monitor students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students' diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services. We are committed to creating a supportive environment for students with demonstrated needs, and to provide services for those students who have IEPs.



How GBA's Educational Philosophy Applies toward Special Needs Students

Services for English Learners – College Readiness requires proficiency in English for all students. A structured English language development curriculum and instructional strategies are provided for all students, including those learning to speak English as a second language and for English only students who speak non-standard English.

How Students Learn Best – Adherence to a meticulous, standards-based, critical thinking curriculum that challenges students to test their understanding of concepts through the application of real life experiences. When students have clarity of criteria and their teachers' expectations, they develop a skillset to analyze their own work. Active student participation in the classroom, filled with discussion of the topics and concepts they are learning.

Integrated Technology – We believe that technology in high performing schools must provide electronic assessment and electronic student portfolios that have immediate access to student progress data for teachers, students and their parents. Adequate access to technology gives students and teachers effective learning, classroom instruction, data management and communication.

Principal Leadership – GBA will have an exemplary Principal who is a capable instructional leader and experienced in managing resources who thrives through ongoing leadership training. Also, the Principal will understand and implement all academic programs while ensuring that teachers are receiving coaching and mentoring through their professional development.

Highly Qualified, Highly Effective Teachers – We will search for well-trained, thorough teachers, highly qualified in their subject field, capable of attending to the diverse needs of our individual students. Our teachers work in small, collaborative teams with common planning time, where lessons are developed, presented and evaluated.

Diagnostic assessment in ELA and mathematics, through an aligned assessment to Common Core State Standards are clearly aligned to providing academic achievement. The Smarter Balanced alignment to internal benchmarks will also clarify and more accurately reflect student progress. Additionally Adoption and use of Acellus on-line video instruction will help GBA for assessment, credit recovery and intervention.

Independent Study Program (ISP)

GBA plans on enrolling students into a full-time Independent Study Program (ISP), which is comprised of the site-based curriculum. With online video instruction provided by Acellus and teachers being able to monitor each student, each grade level teacher may be responsible for overseeing the program as an adjunct duty under the direction of an Independent Study Coordinator or site administrator. The teacher meets with these students and their parents to determine goals, instruction, and assessment of student progress. Students in this program are held to the same degree of standard and expectation as students in the regular education program.

Students who are enrolled into the Independent Study Program have access to all programs afforded on site students as in extra-curricular programs, after-school, intervention, field trips, books, and any resources available to site-based students. These services include a facility staffed by credentialed personnel, ongoing tutoring on site and regular scheduled meetings (at least once every month) to go over assignments, standards, and assign new materials. Parents are provided with materials for lessons that reinforce concepts through these monthly meetings with the teachers. Independent Study students are expected to complete the community service project as well and participate in interventions.

GBA complies with Education Code §51746 to ensure that the students have equal access to the existing services, educational program and resources that they would have received in a traditional school within CUSD.

Additionally, ISP students are included in the statewide assessment process and are required to attend the school during testing periods.

GBA will adhere to all applicable sections of the Education Code for Independent Study, including but not limited to Education Code Section 51745 et seq. along with its implementing regulations.

ELEMENT 2

ELEMENT 2 – MEASURABLE STUDENT 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 school wide 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).

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

GBA has clearly defined school-wide outcome goals in compliance with Education Code sections 47605(b)(5)(B) and 52060(d).

The following chart delineates GBA's school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the GBA, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Education Code Section 52060(d). As the State finalizes new standardized assessment tools (e.g., the SBAC and CAASPP) and new school performance measures (e.g., API), GBA will work with the District to ensure that it creates and updates its plans and goals accordingly.

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils, each of whom has a valid test score; or, for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (Education Code Section 47607(a)(3)(B).)

In addition, actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.).

Achievement Goal #1: Basic Services

Global Business Academy (GBA) teachers are appropriately assigned (E.C. 44258.9) and fully credentialed. Every pupil at GBA has sufficient access to standards-aligned instructional materials (E.C. 60119). GBA facilities are maintained in good repair (E.C. 17008(d)).

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Attract and retain qualified staff to meet goals	Staff evaluations and certifications	Increase staff retention	Executive Director, Principal, HR
For each year of the charter, all teachers at GBA will be appropriately assigned and fully credentialed as required by law and the charter.	Annual review in May/June of criteria, systems and procedures for teacher hiring. Annual review every August of the master schedule/teacher assignments to ensure compliance.	Staff members not having a clear credential decreases annually	Executive Director, Principal, HR
Available to students are standard-aligned instructional materials	Classroom Observations, Grade Level Meetings, Professional Development, Staff Trainings	All students, both school-wide and for all numerically significant subgroups, will have access to printed and/or digital instructional materials	Administrative Team, Business Department, Principal
Upgrade facilities to support GBA's Educational Philosophy and Technology-based instructional strategies	GBA's Educational Philosophy implemented throughout the facility	Upgrade facilities annually	Administrative Team, Principal, Facilities Team

WASC accredited by 2018	WASC guidelines and requirements for accreditation	Meet WASC accreditation requirements over the course of the opening of the school to the time of the WASC team visit	Executive Director, Principal, Staff
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Achievement Goal #2: Implementation of Common Core State Standards

GBA will fully the implement of Common Core State Standards, including support for EL students to provide academic gains and access to content knowledge and English Language proficiency.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Refine Common Core Professional Development, curricular units to include interdisciplinary/cross curricular themes	Classroom observations, assessment results	Increases made on results of local assessments towards subject matter competency both school-wide and for all numerically significant subgroups	Administrative Team, Principal, Staff
Increase access to technology utilizing standards to plan instruction for all students, including English Learners and students with special needs	Technology available to all students during the day	Students utilizing technology throughout the day will increase annually both school-wide and for all numerically significant subgroups	Principal, Staff
Engage staff in Professional Learning Community (PLC), grade level	Number of PLCs and planning time	Consistent attendance from teachers at all meetings. At least	Administrative Team, Principal, Staff

planning time with a focus on how EL students will be enabled to gain academic content knowledge and English Language proficiency	teachers receive throughout the year	50% of ELs taking the CELDT/ELPAC will increase their performance level and/or be reclassified by the end of the charter term.	
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Achievement Goal #3: Parental Involvement

GBA will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Engage stakeholders to maintain educational program	Number of parents who attend Parent Meetings and school functions or committees	Data collected through sign-in sheets	Principal, Staff
Schedule Parent Meetings based on GBA's Educational Philosophy	Calendar of meetings	Data collected through sign-in sheets	Principal, Staff
Annual Parent Survey	Survey Results	Data collected from survey, majority parents reply	Principal, Staff

Achievement Goal #4: Student Achievement

GBA will attain pupil achievement, as measured by all of the following, as applicable:

A. Progress on CAASPP (as available) and Honors/AP Course Participation

CAASPP

▷ **English Language Arts:**

Goal - GBA students will earn CAASPP scores equivalent or greater to its local comparison schools.

▷ **Mathematics:**

Goal - GBA students will earn CAASPP scores equivalent or greater to its local comparison schools.

OTHER ASSESSMENTS OF STUDENT ACHIEVEMENT

▷ **Honors /AP Class Participation & Pass Rate**

Goal - Increase student participation in Honors/AP course by at least 5% by the end of the charter term.

Goal – Increase percentage of students scoring 3 or higher on AP tests by at least 5% by the end of the charter term.

B. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT/ELPAC) and/or English Proficiency Assessment for California (ELPAC)

C. EL reclassification rate

D. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Obtain additional resources to support teaching and learning in the classroom.	Review resources, throughout the year, to ensure effectiveness.	Student goals achieved both school-wide and for all numerically significant subgroups	Administrative Team, Principal, Staff
Consistency in the adherence of high academic standards and expectations for all students, including English Learners	CST/SBAC; CELDT/ELPAC Data and Stakeholders feedback	Student goals achieved both school-wide and for all numerically significant subgroups	Principal, Staff
Provide rigorous, quality instruction that aligns with the rigor and structure of the CAASPP	CAASPP results	Students will perform equal or better than local comparison schools on the CAASPP	Principal, teachers
GBA will offer a minimum of five honors and/or AP courses	Number of Honors/AP Course offered	Increase student participation in Honors/AP course by at least 5% by	Executive Director, Principal, teachers

		the end of the charter term. Increase percent of students scoring 3 or higher on AP tests by 5% by the end of the charter term.	
Offer classes that align with the EAP assessment requirements	Number of classes offered	Percentage of students who participate in and demonstrate college preparedness will increase by at least 5% by the end of the charter term.	Executive Director, Principal, teachers

Achievement Goal #5: Student Engagement

GBA will maintain engagement, as measured by all of the following, as applicable:

- A. School attendance rates*
- B. Chronic absenteeism rates*
- C. Middle School dropout rates (E.C. 52052.1(a)(3))*
- D. High school dropout rates*
- E. High School graduation rates*

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Prioritize and track daily attendance with all students	Daily notification review of absenteeism/tardies	Increase in student attendance for all numerically significant subgroups	Principal, Staff, Attendance Coordinator
Ensure access of GBA's student attendance procedures	GBA's Handbook, website	Maintain average daily student attendance at 95% or higher both school-wide and for all numerically	Principal, Staff, Attendance Coordinator

		significant subgroups	
Provide free tutoring	Student participation	Increase in graduation rates each year	Principal, teachers
Provide intervention sessions within the school day	Student attendance	Annual decrease in dropout rates and annual increase in graduation rates	Principal, teachers
Provide individualized and small group counseling	Student participation/attendance	Annual decrease in dropout rates and student disciplinary issues	Principal, teachers, counselor

Achievement Goal #6: School Climate

GBA will maintain its school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates*
- B. Pupil expulsion rates*
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Emphasize campus safety to all stakeholders	Monthly practice drills (e.g. fire, earthquake, intruder, etc.)	All stakeholders, while on campus, demonstrate the ability to follow safety policy and procedures	Principal, Staff, Facility Manager
Consistent communication with all stakeholders	Website, Newsletter, Facebook, parent meetings	Increase stakeholders opening up email, social media feedback, attendance at parent meetings	Principal, Staff

Stakeholders receive, have access, and understand GBA' suspension and expulsion policy	On file for each student a signed Suspension and Expulsion Acknowledgement	Suspension and Expulsion Rate will be less than 5% annually both school-wide and for all numerically significant subgroups	Principal, Staff, Office Staff
Provide professional development in School Climate to support staff	Agendas and minutes	Suspension and Expulsion Rate will be less than 5% annually both school-wide and for all numerically significant subgroups	Principal, Staff, Office Staff
Provide individualized and small group counseling	Student participation/attendance	Annual decrease in dropout rates and student disciplinary issues	Principal, teachers

Achievement Goal #7: Course Access

GBA pupils will have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 6-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Access to additional support with learning standards for student subgroups and students with exceptional needs	Intervention Sessions, tutoring	Increase results on trimester assessments towards grade level completion both school-wide and for all numerically significant subgroups	Principal, Staff

Access to a variety of Non-Core classes, clubs, and extra-curricular activities	A variety on Non-Core classes and activities are offered to all students before, during, and after school at no cost	Attendance of students participating in classes and activities offered will increase annually both school-wide and for all numerically significant subgroups	Principal, Staff
Access to career-ready courses	Student participation/enrollment in courses	Attendance of students participating in classes and activities offered will increase annually both school-wide and for all numerically significant subgroups	Principal, Staff
Provide professional development to support staff	Agendas	Consistent attendance from teachers at all meetings	Principal, Staff

Achievement Goal #8: Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss> and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Prepare all students to	Student work utilizing technology	Students in grades 6-12 are able to	Principal, IT Department, Staff

<p>compete in the 21st century with technology both school-wide and for all numerically significant subgroups</p>	<p>(Google Classroom, Illuminate, etc)</p>	<p>complete assignments, assessments on-line, present information using available technology; this will increase annually with support and guidance both school-wide and for all numerically significant subgroups</p>	
<p>Provide all staff equitable access to hardware, online communication, and work tools to asses students and outline yearly goals</p>	<p>Online student assessments and the use of age appropriate apps</p>	<p>Students in grades 6-12 are able to complete assignments, assessments on-line, present information using available technology; this will increase annually with support and guidance both school-wide and for all numerically significant subgroups</p>	<p>Principal, IT Department, Staff</p>
<p>Emphasize communication and collaboration within the school and outside communities (including global communities) to problem-solve and develop teamwork skills</p>	<p>Enrichment fieldtrips, Service Learning Projects, coming together as a community</p>	<p>Student collaboration and global awareness will increase both school-wide and for all numerically significant subgroups</p>	<p>Principal, IT Department, Staff</p>

By completion of 8 th grade, 85% of GBA students will be able to write an 11-step business plan with	Rubric, teacher assessment	All students will be provided the tools and instruction on the development of an 11-step business plan	Principal, Staff
By completion of senior year, 90% of students will have completed an internship and create a comprehensive professional portfolio	Rubric, teacher assessment, community feedback/evaluation	All students will be provided with contacts in a variety of business sectors to establish internship opportunities with the support of GBA	Principal, Staff

Global Business Academy administrators have implemented a culture in which student outcome goals and the school's outcome goals are continuously evaluated for effectiveness. It is intended that students will advance and progress by demonstrating mastery of these student outcome goals at designated times throughout the school year. At all times, students will be expected to demonstrate they have attained the skills, knowledge, and attitudes specified as goals in GBA's educational program. As explained in Element I, all staff participates in professional development, which trains them with valuable, research-based instructional strategies. Additionally, all staff members of GBA will engage in on-going collaboration (PLC), which will include on-going assessment of the effectiveness of each of GBA components.

GBA will continue to implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives and focus on achievement standards in all academic areas. Students will be assessed regularly throughout the year at GBA through a variety of methods (see chart below with assessment methods). Student content mastery will be assessed using multiple measures based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. GBA believes students need to also be able to assess and evaluate their own learning. Throughout our school's program, students are encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement. Students monitor their academic growth and are encouraged to further their success through the administered assessments and working collaboratively with teachers in developing rubrics. Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum, which is aligned to the Common Core State Standards and California Content Standards.

SPECIFIC MEASUREABLE OUTCOMES FOR GBA

Established on January 1, 2014, the California Department of Education has adopted the California Assessment of Student Performance and Progress (CASSPP) System for standardized testing and reporting. GBA is committed to continued growth for all students toward mastery of California State Standards, including the Common Core, and closing achievement gaps to increase the academic performance of all its students, including those in need of academic support, gifted students, English language learners, and students with Special Needs. GBA will satisfy state requirements for student assessments as required by law. With the suspension of the CST-STAR test (with the exception of 8th and 10th grade science), and while the full implementation of CAASP/Smarter Balanced is reached, GBA will use NWEA-MAP for assessments in Reading, Language Usage, Mathematics, and Science.

CONTENT SPECIFIC PERFORMANCE OUTCOME

Both classroom assessments and standardized test scores will help to measure subject specific outcomes related to the Common Core State Standards. The information below demonstrates what each student will master in each core subject at GBA. The target SMO as set without the full understanding of the CAASP/Smarter Balanced Assessments.

Table: Academic Rigor and Common Core State Standard Goals

COURSES	LEARNING OBJECTIVES BASED ON CCSS	ASSESSMENTS	PROFICIENCY
English/Language Arts Composition and Literature I Composition and Literature II American Literature British Literature	Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works and will be able to: - understand the main and subordinate ideas in written works, lectures, and discussions - to manipulate and create ideas about a topic and be able to organize them for presentation in both verbal and written forms	ELA CCSS, Interim School-Based Quarterly Assessment, IABs, NWEA MAP Acellus, Illuminate Teacher-Made Tests, Portfolios, Service Learning Projects, Project Based Learning Projects, Game	70%

	<ul style="list-style-type: none"> - write essays using the English language correctly and effectively - write an autobiography every year with increased breadth and depth expected in succeeding years 	<p>Based Learning</p> <p>Administration of EAP option for college placement.</p>	
<p>Mathematics</p> <p>Algebra I Geometry</p> <p>Algebra II</p> <p>Trigonometry Pre-</p> <p>Calculus</p>	<p>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</p> <ul style="list-style-type: none"> - Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers. - Read and summarize the main ideas of economics, statistics and science texts. - Students will be able to explain and utilize the mathematical concepts and operations of algebra and geometry 	<p>Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments, IABs, Teacher-Made Tests, MDTP algebra readiness tests</p> <p>AP Examinations</p> <p>Acellus, Illuminate</p>	70%
<p>Science</p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p>	<ul style="list-style-type: none"> - Students will be able to demonstrate through investigation and experimentation an understanding of the principles of physical and life science as well as ecology. - Students will be able to intelligently discuss concepts of matter, energy, motion and force as well as the natural laws and processes of the physical world and the science of life and living matter. Special references will be made to 	<p>Integrated Science, Biology, Chemistry</p> <p>CCSS Interim School-Based Assessments</p> <p>Teacher-Made Tests</p> <p>Service Learning Projects, Project Based Learning Projects, Game</p>	70%

	<p>evolution, growth, reproduction and structure.</p> <ul style="list-style-type: none"> - Students will be able to use the scientific method to successfully complete an experiment to investigate a current scientific question; while being able to interpret and generalize the results obtained. - Students will be able to use laboratory equipment effectively. 	<p>Based Learning Projects</p> <p>Acellus, Illuminate</p>	
<p>Social Science/ History World History American History American Gov. Economics AP US History</p>	<ul style="list-style-type: none"> - Students will be able to demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view - Students will be able to demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times - Students will be able to display understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies Explain how this understanding relates to the students' culture and society - Students will be able to generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at 	<p>US History, World History CCSS Interim School-Based Assessments, Teacher-Made Tests</p> <p>Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.</p> <p>Acellus, Illuminate</p>	70%

	<p>large</p> <p>-Students will be able to explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry</p>		
<p>Foreign Language</p> <p>Mandarin I</p> <p>Mandarin II</p> <p>Mandarin III</p>	<p>-Students will be able to demonstrate spoken and written proficiency in a foreign language</p> <p>-Students will be able to demonstrate the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works</p>	<p>AP tests (where 60% applicable)</p> <p>Interim School-Based Assessments, Teacher-Made Tests Project Learning</p>	<p>70%</p>
<p>Fine Arts</p>	<p>-Students will be able to create a work of art in the visual and plastic arts</p> <p>-Students will be able to participate in performance arts</p> <p>-Students will be able to demonstrate some facility with a fine arts or performing arts</p> <p>-Students will understand the place of art in society</p> <p>-Students will be able to explain a work of art and criticize it</p>	<p>Individual course assessments</p> <p>Portfolio Assessments</p> <p>Teacher-Made Tests Project Learning</p>	<p>70%</p>
<p>Overall Achievements</p>		<p>CCSS/ Smarter Balanced Assessments, IABs, NWEA MAP, and other assessments</p>	<p>70%</p>

English Learners

Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society. GBA plans on providing a robust and comprehensive instructional program for English Learners.

Who are "English Learners?" English Learners (EL) are students who are identified as EL based on the results of the California English Language Development Test (CELDT/ELPAC) OR an RFEP student who has not scored at the proficient level or above on the CST, CMA, or a combination of both in ELA for three times after being reclassified. The needs of EL students will vary and be dependent on their current progress toward proficiency with the English language. The spectrum for support and instruction includes structured English immersion to mainstreaming with ELD support to a separate ELD class or dual-language program that may be offered in conjunction with the Mandarin instruction at GBA. ELD students at GBA will be grouped by English language proficiency to provide specific, effective, and targeted ELD instruction. The California ELD Standards will be implemented throughout instruction in the mainstream courses to ensure support for EL students in the classroom setting. The California ELD Standards will be used in conjunction with the CCSS standards to compliment all academic content standards. The collaborative Project based instructional strategies utilized at GBA support the California ELD Standards through methodologies such as Interacting in Meaningful Ways (CA ELD Standards, Part I) and Using Foundational Literacy Skills (CA ELD Standards, Part III). Commensurate skills aligned between the CA ELD Standards and collaborative Project based learning include: exchanging information orally, listening actively, and offering opinions and negotiating. Instructors at GBA will utilize the CA ELA Standards with the corresponding CA CCSS Standards to support the Emerging, Expanding, and Bridging EL students and will receive support with both sets of standards through ongoing professional development.

GBA plan to target students who are struggling with the development of their English language skills with the following interventions:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Supporting an accelerated time frame for ELs at the secondary level in literacy
- Designated and protected instructional time daily for EL students (6th grade)
- Opportunities for ELD Level 1 and 2 students to receive additional instructional support after school.
- Use of Dataworks Explicit Direct Instruction strategies by all the teachers to assist EL students.
- Ongoing professional development for all teachers
- Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics.

Specifically to address English Learners all teachers have been provided with training in working with English Learners through regular professional developments on best



practices for English Language Development. Our curriculum materials provide opportunities for students to:

- Read, write and discuss interesting and engaging literary and informational texts
- Engage in conversational exchanges with peers
- Adapting language choices to various contexts
- Gain knowledge about the real reading, writing, and discussion work that distinguishes successful English classes
- Write in a range of genres including text-based explanations and arguments.

Dataworks provides rigorous academic work demanded by the Common Core State Standards (CCSS) in English Language Arts and Literacy. These standards underscore the need for more close reading, deep thinking, textual analysis, text-based writing, and student collaboration. EDI supports our teachers and students to make these shifts mandated by CCSS. Strategies include the following:

1. Amplify rather than Simplify

- Peruse the text, text or graphics for multiple meaning words and figurative language.
- Front Load new vocabulary.
- Reiterate sophisticated terms.
- Build Background.
- Assess prior knowledge.
- Anticipate and bridge the gaps.
- Use Cognates.

2. Check for Understanding


- Know levels of language proficiency and use them to check to assess understanding.
- Craft ways for students to demonstrate their knowledge and practice language.
- Include metacognitive, strategies thinking about how they learn (e.g. How did you figure that out? What strategies did you use?)

3. Deliver Content through Comprehensible Input

- Utilize assessment information to differentiate.
- Use multiple clues such as gestures, visuals, hands-on, demos and repetition.

4. Engage students and educate parents

- Structure interactive vs. passive learning.
- Connect to students' culture and experience.
- Utilize the strengths of the student's home connection.



Our students are supported in this learning process by our teachers who also incorporate technology and our Blended Learning through our Acellus programs.

Measurable Outcome for English Learners


English Learners will increase individual CELDT/ELPAC scores and will continue to be assessed annually.

1. At least 50% of all EL students will score Early Advanced or Above on the CELDT/ELPAC.
2. Maintain a lower achievement gap between the average of all students and those who are English Learners in the area of English-Language Arts. (This goal may be adjusted based on state mandated assessment performance levels and/or mandated requirements).
3. The GBA rate of reclassification of English Learner will be at least 15% each year with all students being reclassified within three (3) years of identification as an English Learners.
5. Maintain a lower achievement gap between the average of all students and those who are English Learners in the area of Mathematics. (This goal may be adjusted based on state mandated assessments performance levels and/or mandated requirements).



SUBJECT MATTER COMPETENCIES

At GBA we have high expectations our students will be able to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standard for Reading/Language Arts, Math, Science, History/Social Science, Fine Arts and recommended standards in Visual and Performing Arts, Physical Education, and Foreign Language. GBA will conduct periodic standards based assessment every six to eight weeks to measure individual students' results. These results will guide teachers in specific teaching opportunities to ensure student mastery of content. The following is a list of suggested goals for subject matter competencies.



The following lists detail broad learning targets by content area. All faculties utilize state content standards and Common Core State Standards detailing specific learning targets as mandated by the State of California. Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. Additionally, in-depth discussions with the school community on what students should know and be able to do will occur.



For each of the content areas below, students will meet all grade level standards and objectives in the Common Core State Standards.

1. **English Language Arts**- middle school and high school students will:
 - a. Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience.
 - b. Obtain meaning from a variety of complex texts.
 - c. Be well read as demonstrated by reading a variety of literary works representing different genres.
 - d. Make informed interpretations of the purpose and meaning of literary works.
 - e. Convey interpretations of the purpose and meaning of literary works.
 - f. Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.
 - g. Evaluate how the form and content of literary work contributes to its message and impact.

2. **History/Social Sciences**- middle school and high school students will:
 - a. Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world.
 - b. Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations.
 - c. Deliberate on public issues which arise in a representative democracy.
 - d. Use historical research to ask and answer questions about the past.
 - e. Recognize that regions can be defined in cultural, physical, or political terms.
 - f. Accurately interpret and summarize information from maps, charts, and graphs.
 - g. Understand the building blocks of representative government.
 - h. Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought.
 - i. Recognize that events in the past inform the present.
 - j. Understand the rich and varied achievements of diverse peoples.

3. **Mathematics**- middle school and high school students will:
 - a. Construct mathematical models.
 - b. Use a variety of problem solving strategies.
 - c. Use advanced computing systems.
 - d. Understand and apply advanced properties of numbers.
 - e. Understand and apply advanced methods of measurement.
 - f. Understand and apply advanced concepts of geometry.
 - g. Understand and apply advanced concepts of functions and algebra.
 - h. Understand and apply advanced concepts of probability and statistics.
 - i. Understand and apply advanced concepts of data analysis.

4. **Science**- middle school and high school students will:
 - a. Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.).
 - b. Use the scientific method to ask and answer questions about the world.
 - c. Understand essential ideas about the compositions and structure of the universe and the motions of objects in it.
 - d. Know basic earth, biological, physical, and chemical concepts.
 - e. Understand basic concepts of matter and energy, motion and forces.

 5. **Visual and Performing Arts**-middle school and high school students will:
 - a. Participate in artistic activities.
 - b. Make informed interpretations of the purpose and meaning of artistic works.
 - c. Convey interpretations of personal experiences in expressive forms.
 - d. Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.
 - e. Explain how the form and content of an artistic work contributes to its message and impact.
 - f. Explain the role of the artist in providing service to the community and world.

 6. **Foreign Language**-high school students will:
 - a. Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language.
 - b. Understand and appreciate the cultures underlying a foreign language.
- I. **STANDARDS FOR ENGLISH LANGUAGE ARTS:**

A. Standards for Reading Grades 6-12:

1. Key Ideas and Details

- ✓ Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ✓ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ✓ Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2. Craft and Structure

- ✓ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- ✓ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ✓ Assess how point of view or purpose shapes the content and style of a text.

3. Integration of Knowledge and Ideas

- ✓ Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ✓ Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- ✓ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4. Range of Reading and Level of Text Complexity

- ✓ Read and comprehend complex literary and informational texts independently and proficiently.

5. Standards for Writing Grades 6-12:

a. Text Types and Purposes

- ✓ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ✓ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ✓ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

b. Production and Distribution of Writing

- ✓ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ✓ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- ✓ Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

c. Research to Build and Present Knowledge

- ✓ Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- ✓ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ✓ Draw evidence from literary or informational texts to support analysis, reflection, and research.

d. Range of Writing

- ✓ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

6. Standards for Speaking and Listening Grades 6-12:

a. Comprehension and Collaboration

- ✓ Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ✓ Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ✓ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

b. Presentation of Knowledge and Ideas

- ✓ Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- ✓ Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ✓ Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

7. Standards for Language Grades 6-12:

a. Conventions of Standard English

- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Knowledge of Language

- ✓ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

c. Vocabulary Acquisition and Use

- ✓ Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- ✓ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ✓ Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8. Range, Quality, and Complexity of Student Reading Grades 6-12:
Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

- a. Stories will include the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satires, and graphic novels.
- b. Literature will include classical through contemporary one-act and multi-act plays, both in written form and on film, and works by writers representing a broad range of literary periods and cultures.
- c. Poetry will include classical through contemporary works and the subgenres of narrative, poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics by writers representing a broad range of literary periods and cultures.
- d. Literary nonfiction will include the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts written for a broad audience.

I. LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS

A. STANDARDS FOR READING

1. Key Ideas and Details

- ✓ Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ✓ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ✓ Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

2. Craft and Structure

- ✓ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ✓ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ✓ Assess how point of view or purpose shapes the content and style of a text.

3. Integration of Knowledge and Ideas

- ✓ Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ✓ Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- ✓ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4. Range of Reading and Level of Text Complexity

- ✓ Read and comprehend complex literary and informational texts independently and proficiently.

B. STANDARDS FOR WRITING

1. Text Types and Purposes*

- ✓ Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- ✓ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ✓ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

2. Production and Distribution of Writing

- ✓ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ✓ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- ✓ Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

3. Research to Build and Present Knowledge

- ✓ Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ✓ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ✓ Draw evidence from literary or informational texts to support analysis, reflection, and research.

4. Range of Writing

- ✓ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

II. STANDARDS IN MATHEMATICS

A. 6TH GRADE

- ✓ Mastery of the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers.
- ✓ Accurately compute and solve problems.
- ✓ Be able to apply knowledge to statistics and probability.
- ✓ Have an understanding of the concepts of mean, median, and mode of data sets and how to calculate the range.
- ✓ Be able to analyze data and sampling processes for possible bias and misleading conclusions.
- ✓ Be able to use addition and multiplication of fractions routinely to calculate the probabilities for compound events.
- ✓ Conceptually understand and work with ratios and proportions.
- ✓ Be able to compute percentages (e.g., tax, tips, interest).
- ✓ Know about π and the formulas for the circumference and area of a circle.
- ✓ Be able to use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression.

- ✓ Be able to solve one-step linear equations.

B. 7TH GRADE:

- ✓ Be adept at manipulating numbers and equations and understand the general principles at work.
- ✓ Be able to understand and use factoring of numerators and denominators and properties of exponents.
- ✓ Know the Pythagorean theorem and solve problems in which they compute the length of an unknown side.
- ✓ Know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale.
- ✓ Make conversions between different units of measurement.
- ✓ Know and use different representations of fractional numbers (fractions, decimals, and percentages) and are proficient at changing from one to another.
- ✓ Will increase their facility with ratio and proportion; compute percentages of increase and decrease, and compute simple and compound interest.
- ✓ Be able to graph linear functions and understand the idea of slope and its relation to ratio.

C. 8-12TH GRADES SEE CHART BELOW:

Mathematics Disciplines, by Grade Level

Discipline	Grades				
	Eight	Nine	Ten	Eleven	Twelve
Algebra I					
Geometry					
Algebra II					
Probability and Statistics					
Trigonometry					
Linear Algebra					
Mathematical Analysis					
Advanced Placement Probability and Statistics					
Calculus					

IV. STANDARDS IN SCIENCE:

1. Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.).
2. Use scientific methods to ask meaningful questions and conduct careful investigations to questions about the world.
3. Understand essential ideas about the compositions and structure of the universe and the motions of objects in it.
4. Know basic earth, biological, physical, and chemical concepts.
5. Understand basic concepts of matter and energy, motion and forces.

A. In the area of Science Reading students will:

1. **Key Ideas and Details**
 - ✓ Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - ✓ Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - ✓ Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

2. Craft and Structure

- ✓ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ✓ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ✓ Assess how point of view or purpose shapes the content and style of a text.

3. Integration of Knowledge and Ideas

- ✓ Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ✓ Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- ✓ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4. Range of Reading and Level of Text Complexity

- ✓ Read and comprehend complex literary and informational texts independently and proficiently.

B. In the area of Science Writing students will:

1. Text Types and Purposes

- ✓ Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- ✓ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ✓ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

2. Production and Distribution of Writing

- ✓ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ✓ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- ✓ Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

3. Research to Build and Present Knowledge

- ✓ Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ✓ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ✓ Draw evidence from literary or informational texts to support analysis, reflection, and research.

4. Range of Writing

- ✓ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

V. STANDARDS IN VISUAL AND PERFORMING ARTS

A. In the Visual and Performing Arts, all students will:


1. Participate in artistic activities.
2. Make informed interpretations of the purpose and meaning of artistic works.
3. Convey interpretations of personal experiences in expressive forms.
4. Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.
5. Explain how the form and content of an artistic work contributes to its message and impact.
6. Explain the role of the artist in providing service to the community and world.

VI. STANDARDS FOR FOREIGN LANGUAGE

- A. Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language.
- B. Understand and appreciate the cultures underlying a foreign language.
- C. Use the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.
- D. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

VII. STANDARDS FOR PHYSICAL EDUCATION

- A. Students will exhibit a physically active lifestyle.
- B. Demonstrate responsible personal and social behavior in physical activity settings.

- 
- C. Understand and apply the rules of multiple sports.
 - D. Understand how individual contributions lend themselves to the success of a team.

WASC School Accreditation

GBA plans on applying for Western Association of Schools and Colleges (WASC) school accreditation immediately upon charter approval so that our school can obtain "Full Accreditation" for our first graduating class of 2020.

ELEMENT 3

ELEMENT 3 – METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED, AND OTHER USES OF DATA

Governing Law: The method by which student progress in meeting those student outcomes is to be measured. To the extent practicable, the method for measuring student 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).

I. Assessments

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, GBA shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge GBA's performance in comparison to similar schools throughout the District and state.

GBA is using an A-F grading system based off of percentages in grades 6-12. (See previous section under "Grading, Progress Reporting, and Promotion/Retention *Grade Policy*")

Every graded assignment, test, quiz, or project is assigned a score based off of a grade-wide, created and accepted rubric, on a 1-4 scale. A score of 4 shows work that exceeds standard mastery and involves higher-level thinking. A score of 3 shows standard mastery. A score of 2 shows that progress towards standards mastery is being made. A score of 1 shows that no progress is being made toward standard mastery. In addition, those students receiving an overall percentage of 71% or less will receive deficiency notices during weeks 5, 15, 25, and 35 of the school year. These notices require parent signatures and present an opportunity for parents to meet with teachers regarding student performance. Quarterly benchmark data will be analyzed to direct instruction.

Monthly meetings will allow for collaboration among lead teachers and administration. Peer mentoring will also be utilized to supplement teacher development in the area of student achievement. Grade level meetings will be facilitated by grade level chairs while monitored by administrators and department chairs. Student work samples will be reviewed and instruction will follow to meet the identified needs.

Table 5: Measures of GBA Goals and Assessments


GRADE	ASSESSMENT	ENTREPRENEURIAL GOALS
6	ADA, CELDT/ELPAC, SBAC, IABs, AYP, AMAO	Introduction to Business students will create a resume and be able to answer questions regarding their strengths and experiences. (Oral presentation rubric).

		Students will be able to write letters and promotional materials such as flyers and pamphlets. (Writing rubric)
7	ADA, CELDT/ELPAC, SBAC, IABs, AYP, AMAO	Financial Literacy- Students will understand the concept of different types of currency: checks, cash, and stocks. (Writing rubric). Students will learn about financials and the role of a CFO
8	ADA, CELDT/ELPAC, CST Science, SBAC, IABs, AYP, AMAO	Personal Money Management- Students will correctly keep a check register. (Math assessment/project). Students will learn about forecasting and projections.
9	ADA, CELDT/ELPAC, IABs, AYP, AMAO	Communications & Interpersonal skills- Students will be able to write standard business communications such as letters and promotional material, communicate effectively- both verbally and written. (Writing rubric). Students will also learn about implementing social media for communication.
10	ADA, CELDT/ELPAC, CST Science, IABs, AYP, AMAO,	Financing and Risk Management-Students will be able to identify whether or not a business proposal is financially sound. (Math work rubric) Students will learn about financing alternatives for the business-loans, VC
11	ADA, CELDT/ELPAC, SBAC, IABs, AYP, AMAO	Marketing- Students will successfully market an item or service. (Writing skills rubric) Social media again plays a role in marketing their product or service and using latest technology for market analysis
12	ADA, CELDT/ELPAC, AMAO, A-G REQUIREMENTS, GRADUATION RATE	Business Foundations Students will create an 11-step business plan. (Project rubric). Professional Development Students successfully complete internship and present project. (Rubric grades after presentation by a panel of judges).

PURPOSE	WHEN	ASSESSMENT	STATE PRIORITIES
Student Achievement	Quarterly	All grades	State Priority #4-Student Achievement
Student Progression	Weekly	Quizzes, oral presentations, teacher assessments in all subject areas. Grades based on participation, rubrics and percentages.	State Priority #8-Student Performance
Student Participation	Daily	Attendance, enrollment, retention	State Priority #5-Student Engagement
Student/Family Satisfaction	Semester	Web based survey/Focus groups	State Priority #3-Parent Involvement
Community Communication/ Collaboration	Weekly	Email, phone blasts, weekly flyers, class newsletters, school wide newsletter	State Priority #6-School Climate
Site Management	Monthly	Staff input (group discussion and surveys), staff mentoring, records, meeting of work plan timelines, low teacher/student ratio, staff qualifications, professional development	State Priority #1-Basic Services
Family Involvement	Monthly	Interviews, surveys, participation and sign-in sheets	State Priority #3-Parent Involvement
Student's Physical Fitness	Spring	California Physical Fitness Test (PFT)	State Priority #7-Course Access
Individualized Education Plans (IEP)	Throughout the year	Advisories, teacher notes, comments, performance, grades	State Priority #2-Implementation of Common Core Standards

Outcome Goals-Skills, Knowledge, and Attitudes


GBA will satisfy state requirements for student assessments as required by law. GBA is committed to closing achievement gaps and increasing the academic performance of all its students, including those in need of academic support, gifted students, English Learners (EL), and students with special needs. The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that



need further development, and enables GBA teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

At GBA assessment is a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. GBA will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in GBA's educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction.

Accountability for Student Progress



The Administrators and teachers will be accountable to the students, parents, our community, CUSD and the state for student progress and student achievement. Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child's education. GBA's primary responsibility for student progress falls on teachers and administrators. Some of the programs and practices that hold teachers and administrators responsible for student progress are described in Element 1 on Data-Driven Instruction, Professional Development, and the Advisory model.

Data-Driven Decision-Making

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and GBA is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, GBA's community utilizes data-driven decision-making. Teachers and administrators work together to collect key assessments, setting benchmarks, and pieces of student work. GBA will create files for every student. Students must support the knowledge they have acquired by presenting work from different classes before graduation at GBA. Data also includes the California Assessment of Student Performance and Progress Standards Test (CAASPP) results. Teacher generated classroom assessments will be used to determine student needs and the curricular and instructional approaches that best address those needs.

This process keeps all involved community members, including teachers and students, accountable for teaching and learning.



Measuring Student Outcomes: Summative Assessment Performance Targets

GBA will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills of each student. The following student outcomes are more fully described in Element 1. In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes” and Student Outcomes Align with California Common Core State Standards. Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the California Common Core State Standards.

GBA will address all state Common Core State Standards for each grade and subject level. In addition, students at GBA will continue to foster lifelong learning and interpersonal skills. All project based and service based learning activities will include assessments and reflection on students’ core subject knowledge as well as the following life skills. GBA expects its students to develop the following abilities:

1. The ability to think critically and problem solve
2. The ability to set goals-long term and short term
3. The ability to collaborate with others and cooperate
4. The ability to assess themselves and change their behavior and attitude accordingly
5. The ability of self-discipline
6. The ability to use technology proficiently in their lives

**Grading, Progress Reporting, and Promotion/Retention
Grade Policy**

GBA courses are graded using a traditional A-F grading scale. Progress reports and report cards are issued twice a year. GBA will use school-generated Student Progress Reports. Teacher grade-books are kept electronically using the applications NWEA MAP, Acellus and other accepted recording and documentation platforms. All specific information regarding students’ grades are made available to the respective parents and other GBA staff upon request.

A-A+	4.00 GPA	94-100%	Advanced
A-	3.67 GPA	90-93%	Advanced
B+	3.33 GPA	87-89%	Proficient
B	3.00 GPA	84-86%	Proficient
B-	2.67 GPA	80-83%	Proficient
C+	2.33 GPA	77-79%	Basic
C	2.00 GPA	74-76%	Basic
C-	1.67 GPA	70-73%	Improvement Needed

D+	1.33 GPA	67-69%	Below Basic-Unsatisfactory
D	1.00 GPA	64-66%	Far Below Basic-Unsatisfactory
D-	.67 GPA	60-63%	Unsatisfactory
F	0.00 GPA	59% and below	Failing
I	Incomplete	0%	Insufficient Work Submitted

The teachers will use the standard “4-point” grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the California Common Core State Standards. As prescribed by the UC/CSU system, Advanced Placement (AP), Honors, and course completed at a college, will gain a one-point bonus for purposes of GPA calculations. The following equivalents will be used:

LETTER GRADE	NUMBER EQUIVALENT
A	5
B	4
C	3

Students are required to complete at least a “C” average in each AP Class/Course. In addition, written permission from the student’s advisor will be needed to enroll in an AP class. Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid- course assessments that are graded using a collaboratively designed four-point proficiency rubric, which translates easily to a letter-grade system. Letter grades ranging from A to F are given for all courses. The school will explore a transition to a four-point grading system for report cards as well. Teachers will determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work.

GBA will follow a calendar. Three progress reports and one summative report card are given each semester. Periodic assessments (approximately every five to seven weeks) are given by teachers will provide timely feedback for parents and teachers regarding student progress. All grades reflect student proficiency on grade-level standards, as well as work habit and citizenship grades (assigned separately from standards proficiency to reflect effort, compliance, and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school. Parents have access to student progress on an ongoing basis.

Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success. The growth of GBA will be measured annually against the growth of the comparison schools. At the time of



renewal, if GBA has met required benchmarks either in the previous year or in two of the previous three years, GBA will be considered an academic success.

State Standardized Testing

GBA agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If GBA does not test (i.e. Smarter Balanced, CST Science, CELDT/ELPAC) GBA hereby grants authority to the state of California to provide a copy of all test results directly to the Orange County Office of Education.

Assessments at GBA will be fully integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at GBA will include essays, performances, debates, staged conferences, presentations, and community service projects.


All data for each student will be summarized within an Individual Learning Plan (ILP). The ILP will form the primary document to record progress, as well as to record annual commitments from the Advisory Team formed by the student, the student's parent(s), and the assigned Advisory Leader. (The Advisory model and ILPs are described in Element 1.)




Methods To Measure Student Outcomes

GBA will use various methods to assess student progress and fulfillment of instructional objectives. School wide Quarterly Assessments, such as the NWEA MAP Assessment will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using test-generator tools. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.


Classroom Assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be





informed of their child's progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

Students at GBA will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.




Project Based Learning and Presentations of Learning at the end of each semester will demonstrate student learning across disciplines. Projects and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. GBA staff will refine a rubric for evaluating student performance for the Project and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of projects.


Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams. GBA plans on creating a Student Information System database (Illuminate, Aeries, etc.) with information including attendance, enrollment, demographics, curriculum embedded assessments, and data to drive instruction. In addition to the use of the NWEA MAP Assessment Tools aligned to Common Core State Standards.

GBA will mail individual data results from the Smarter Balanced Test Results once received at our school to the student's home. Parents and others can also access school data by using the California Department of Education website, Dataquest.

GBA will use the CELDT/ELPAC-- the California English Learners Development Test, another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.



The purpose of the GBA assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.




Assessments are a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. GBA will use these measurements to assess the extent to which all students demonstrate the attainment of those skills, knowledge, and attitudes as specified as goals in GBA' educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, the CUSD, and the state for student progress and student achievement.

Assessment Benchmarks

Students scoring 80% or above on quarterly, portfolio, classroom, and/or project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.


Data Analysis



GBA's instructional staff will monitor student and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as NWEA MAP. This data will be analyzed on an annual basis and compared to previous years' data to determine student progress and the effectiveness of the school curriculum. This information will be used to drive instruction. In addition to reviewing multiple forms of data on an annual basis, the GBA leadership team will hold quarterly data and strategic planning meetings (coinciding with the administration of quarterly assessments) in order to study student achievement data and make mid-course adjustments.

Administrators along with lead teachers will examine the data from attendance, discipline measures, quarterly test scores, grades, IEP, NWEA Map and Smarter Balanced and CELDT/ELPAC scores in order to identify students at risk of failing and patterns of achievement across classrooms.

If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern or individual student issue) the leadership team will take proactive and immediate steps to remedy the issue through an SST, referral for supplemental educational services (SES), teacher training, classroom observation, rescheduling, after school tutoring and other intervention programs, or any other intervention that is deemed appropriate for the given case. Conversely, in cases where the data has demonstrated individual student gaps, students will be referred for SES where they will receive tutoring and support from teachers during lunch and nutrition, and from tutors after school.




As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on NWEA MAP reports.

Annual measurable Achievement Objectives (“AMAO”)

GBA shall seek to meet AMAO as required by Title III, overall for English Learners and for reclassified English Learners. The AMAO also assists GBA in monitoring the growth of ELs over time, which contributes to the reclassification rate.

Statewide Testing



GBA agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If GBA does not test (i.e., CELDT/ELPAC) with the District, GBA hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as GBA. As one method of measuring student progress, assessments will be conducted pursuant to 47605(c)(1) which requires GBA to conduct state testing required pursuant to Education Code Section 60605 and 60851 and any other statewide assessments applicable to students in non-charter schools.


Graduation Rates

The Graduation rates will be used to determine whether students are completing the required course of study to adequately prepare them for college, university, military or employment. The rates reached by GBA students will also be used as a metric for evaluation by external auditors.


Average Daily Attendance (ADA)

A crucial factor in determining the engagement and commitment of students to their programs of instruction is attendance. As ADA is a factor in the measurement of the effectiveness of GBA’s instructional program, and because students cannot participate in classroom activities when they are not present, the attendance of students is a crucial predictor of student success. The GBA attendance accounting system will meet the requirements of the CUSD, the Orange County Office of Education and the California Department of Education (“CDE”).

Other Methods of Assessments



GBA will continue to develop an assessment process using multiple tools emphasizing critical thinking and problem-solving skills. GBA will assess both individual and school-wide progress with appropriate measures that address the needs of all students.



Assessments will be conducted pursuant to Education Code Section 60602 *et seq.* The types of assessment to be used to evaluate student progress will follow state guidelines and may include:


1. Norm-referenced achievement tests, including but not limited to Advanced Placement Examinations, the SAT and/or ACT
2. Performance-based assessments
3. Teacher evaluation based upon clearly specified criteria for scoring student work, including state standards-aligned tests and quizzes, critical thinking and problem-solving assignments, and in-class participation
4. Quarterly benchmark assessment tools
5. Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies
6. Completion of University of California ("UC") and California State University ("CSU") A-G requirements
7. Advanced Placement subject area examinations



Benchmarks

Benchmark testing will be conducted prior to finalizing student grades each Semester. Benchmark testing utilizes published tests in language arts, mathematics, English language development and science. NWEA MAP is another method GBA uses as a benchmark assessment. NWEA MAP is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet-based model, to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of each student's abilities. This research-based program is a reliable diagnostic test that predicts performance on standardized tests such as the California Standards Tests.

Reading Assessments



California English Language Development Test (CELDT/ELPAC) is a powerful diagnostic assessment of Spanish students' reading abilities. The system provides an effective means of comparing students' first language Spanish abilities with their developing second language English reading skills, enabling parents and teachers to best exploit those Spanish reading skills to further develop English reading skills.




NWEA MAP Mathematics

NWEA MAP is fully aligned with Common Core State Standards and measures constructs across the five instructional strands identified by the National Council of Teachers of Mathematics (NCTM's).

Pre-Algebra intelligently assesses students in 14 Pre-Algebra constructs and follows with a detailed roadmap for remediation/instruction. Algebra intelligently assesses students in 11 Algebra constructs and follows with a detailed roadmap for remediation/instruction.

All NWEA Map assessments are accompanied by diagnostic reports for parents, teachers and administrators. These reports include:

- Descriptive, diagnostic assessment of student strengths and weaknesses.
- Comprehensive scoring, with grade-level equivalencies for all sub-skills in the assessment.
- Clear, easy-to-read graphics.
- Detailed instructional suggestions and intervention techniques developed by education specialists.
- Math and reading standards evaluations from all 50 states are accessible.



GBA faculty and administration will work diligently to establish benchmark assessments at every grade level. Data from these benchmark assessments aid in tracking student progress toward academic standards. The Principal and Director of Curriculum dedicate much of their time toward observation and direct classroom support of teachers. A team of lead teachers are being trained to observe and provide support to designated teachers. The school has established a team approach for students who are struggling and meetings are held on a regular basis that focus on student achievement. The Student Study Team process involves experts on campus, including the Counselor, Resource Specialist, and School Psychologist, meeting with teachers and parents to come up with specific action plans to meet the needs of students who may be struggling in either academic or social-emotional areas.


GBA staff regularly assesses student progress toward achieving Common Core State Standards. Students participate in all state-mandated testing, including the Smarter Balanced, California State Test (CST) Assessment (8th & 10th Grade Science) and the Physical Fitness test for 7th and 9th grades. As results are made available, parents and teachers examine them to determine how best to modify each student's educational program. Student progress is determined and monitored on multiple levels, including individual, grade, subgroup and school-wide. Results are reported to our Executive Director and Board of Directors.



Assessment and School Outcome Goals


The Board of Directors oversees the evaluation and monitoring program components through strategies that are directly linked to measurable goals and benchmarks. The evaluation plan calls for the administration of assessment instructions and the collection and analysis of data to evaluate changes in academic performance of each individual child based on results completed by the student, collected and analyzed by the teacher, monitored by the site administrator and shared with the parents no less than four (4) times per year. Additionally, results of periodic assessments include quizzes, tests, benchmarks and projects. Parents will receive report cards at the end of each semester and will receive progress reports at week 10 and week 30 of the school year. In addition, for students receiving grades of a C- (71%) or lower, deficiency notices will be sent home at weeks 5, 15, 25, and 35. Grades are also continuously available to parents and students via GBA's use of Acellus, an online grade book. Parent conferences are done formally twice a year, but are available upon parent request throughout the year.


The evaluation plan involves several levels:

1. Maintain complete data so that achievement data can be aggregated or disaggregated.
 2. In order to identify students for increased student achievement, the plan involves maintaining data on specific students and groups.
 3. Collect qualitative data. All data will be shared with parents to ensure academic success through a partnership with both parents and classroom teachers.
- 

Because ongoing program assessment is a key to maintaining the integrity of our mission and vision, we utilize both a formative and summative approach for the evaluation and integration of our education capacity, business and organizational management, plus collaboration and networking for the benefit of our students and their families. Measurements to be used to evaluate the success of GBA components include both quantitative and qualitative data.

The Executive Director will report to the Board of Directors the process and results of student assessment data at regularly scheduled meetings. Percentages on publishers' tests for each classroom along with other teacher-developed assessments, anecdotal records and grades will be reviewed by the Principal and the Director of Curriculum prior to school progress reports. Positive, as well as negative results will be shared by teachers and evaluated by the administrative team to determine specific causes for upward and downward trends; action will be taken to modify instructional practices as deemed necessary. Student achievement data provides additional insight into teacher effectiveness and is recognized as one component within the revised teacher evaluation process.






School administration will disaggregate data from yearly Smarter Balanced tests to compare GBA's progress to that of the district's and states for each curricular area, grade level and significant subgroup. This analysis will focus our efforts to keep pace with the state and District by monitoring best practices of the educational community-at-large.

All findings from the analysis of state/local assessments and state/district comparisons will continue to drive the allocation of GBA's resources. Funding recommendations and the scheduling of professional development activities will be made by the Director of Curriculum and the Principal based on careful analysis of student achievement data. These recommendations will be passed on to the Budget, Facilities and staff for fiscal review. Final determination to implement all policies and programs will be the responsibility of our Board of Directors.

Individual student test score results are mailed home to parents in a timely manner, then interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.

Use of Data For Continuous Improvement

1. Tools for Student Data Management



In the context of the assessments described above, GBA will use the NWEA Map assessment tool. This system enables teachers to generate standards-based assessments, as well as upload and analyze data in real time.

Staff will utilize the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will GBA become complacent in the examination of assessment findings. Staff will continuously be challenged to rethink current pedagogical practices and address the changing needs of our present and future student populations.

Student interaction with teachers around data is a vital component of GBA. NWEA MAP will assist in the qualitative assessment of student growth relating to our goal of establishing a college-bound culture.

Implementation of NWEA MAP will provide the additional benefit of shared data from across the country, aiding GBA faculty as they can easily draw from assessments and reports developed by staff at other schools.

The GBA school leadership will emphasize, at weekly in-service sessions, the evolution of our school-wide culture with data-driven instructional strategies being central to school operations. In addition, our data-driven culture will bind the shared commitments of GBA's Executive Board, school leadership, teachers and parents with student goals.




2. Development and Use of Individual Learning Plans for Each Student

GBA's Individual Learning Plans (ILP's) document each student's core and non-core academic learning goals and academic achievement. The student, their parents, teachers and administrators review academic and social progress quarterly, ultimately guiding each individual toward attaining GBA's Expected School wide Learning Results (ESLR's). Individual Learning Plans serve as the backbone for reaching these objectives:

1. To record yearly academic goals for mutual agreement and collective monitoring.
2. To form a record to assess individual student progress, grade level progress, and collective school-wide progress.
3. To provide an aggregator of summary reports from the various GBA data tools (NWEA MAP, Acellus ELA and math, Data Quest, Google Apps etc.)

Regarding the first goal, student progress can be monitored at any point in the year by all stakeholders on the student's GBA Advisory team (i.e. Advisory Instructor, other subject teachers, parents, student and school administration).



Updates are made to the data in the ILP throughout the year. Additional interim assessments of student learning are administered throughout the year to monitor student progress towards achieving state and school wide goals; these consist of anecdotal and observational records, student projects, written work/reflections and formal exams. In addition, ILP's include grade-specific goals identified by the college admissions preparatory objectives that reflect UC curriculum.

Students, Advisory Instructors and other faculty can monitor progress on the stated ILP goals at any time. A formal review is made during the spring conference each March. The ILP also becomes the basis for a comprehensive year-end assessment and is produced by the student, parent/guardian and Advisory Instructor. Preliminary goals will be developed for the upcoming school year at this time.

The student's ILP folder is maintained by the student's Advisory Instructor from year to year, with oversight from the Principal. When/if the student moves to a different GBA Advisor, the folder is passed to their new Advisory Instructor.

All ILP folders are reviewed over the summer by lead instructors as school leadership helps with end-of-year school-wide assessment reports and any necessary adjustments of academic strategies for the upcoming school year.

3. **Student Information System** - GBA plans on implementing the Illuminate student information system. Illuminate has a successful history of creating software and service solutions for over 500 school districts across the U.S. providing complete data, information, and assessment solutions for all schools. Since 2009, they've helped schools develop new and powerful tools to collect, organize, and analyze student data.



4. **Acellus information System** - GBA will also implement the Acellus system for gathering student performance data. This system tracks all student's instructional time, test results and performance matrixes allowing our teachers and staff to use as assessment tools.



ELEMENT 4

ELEMENT 4 – GOVERNANCE STRUCTURE

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

California Nonprofit Public Benefit Corporation

GBA shall exist as a legally and operationally independent nonprofit entity incorporated as a California Nonprofit Public Benefit Corporation with its own Board of Directors. The affairs of the nonprofit corporation shall be managed and its powers exercised under the Board's ultimate jurisdiction.

GBA is governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators. (See Appendix C.)

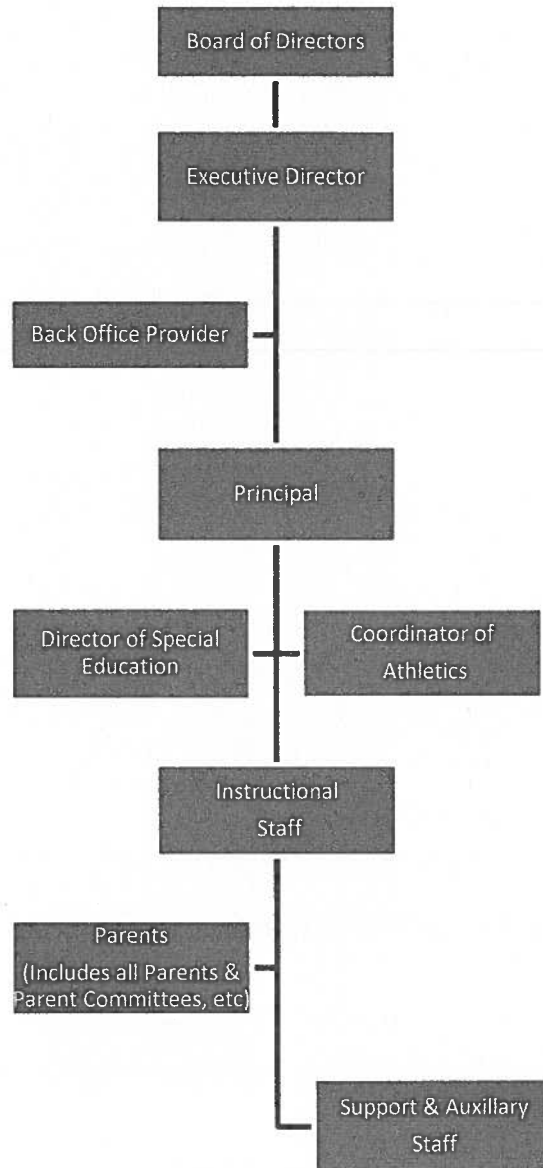
GBA shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and GBA. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations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

Governance Structure for GBA

Governance of GBA utilizes a structure that balances these critical parameters:

- Legal and fiduciary oversight of the school
- Integration of the interests of the staff and parents
- Day-to-day operations of the school
- Clear lines of communication among all stakeholder groups
- Ability to establish partnerships with community organizations that can provide resources to the school

A schematic of the GBA governance structure and organization chart are presented below:




GBA Board of Directors

The GBA Board of Directors has final and full legal and fiduciary responsibility for GBA. The Board of Directors is composed of a broad cross-section of the school community and community-at-large.


Under the By-Laws approved October 15, 2015, the Board of Directors is comprised of no less than three (3) and no more than eleven (11) members. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

Each Board member will serve two (2) years and until a successor director has been elected and qualified, and there is no limitation upon the number of consecutive terms to which a trustee may be re-elected.




The initial Board of Directors is composed of the following members (See Appendix for full resumes):

Scott Riley-President & Founder of One Touch Global Technologies, Inc. Mr. Riley has 33 years of experience in the Computer Industry and established his company in the 1990s for the purpose of creating, delivering and managing electronic documents. Mr. Riley has a degree in Electrical and Computer Engineering and served as a commissioned U.S. Naval Officer with specialized training as a Civil Engineer for Construction Management, Contract Acquisition and Administration, serving as an assistant Public Works Office and Staff Civil Engineer until 1990. His specialty is in IT, computer technology, entrepreneur and recently was a campaign manager doing fund raising for a California gubernatorial candidate in the 2014 primaries.




Heidi Landgraff-President & CEO of Braintastics. Based on her own brain research in her Masters program, Ms. Landgraff started Braintastics as a place where kids can explore their curiosities where true brain development and cognitive growth takes place while having fun in an inviting, stimulating and exciting environment implementing a STEAM concept. Ms. Landgraff has been an educator for over 15 years within the public school system at LAUSD and private schools. She believes in the S.T.E.A.M. curriculum and is helping to educate parents about the benefits and rewards of this type of curriculum.

Robert Loewen-former partner of Gibson, Dunn & Crutcher. A retired attorney after practicing as a partner with a prominent International law firm consisting of over 1200 attorneys in 18 offices throughout the world. Robert Loewen is chairman of the Lincoln Club of Orange County, where he has been a member for over 20 years. He served as President of the Lincoln Club from 2009 to 2013. Following college, Mr. Loewen served in the United States Army, including a tour in the Republic of Vietnam. He was honorably discharged in 1972 as a First Lieutenant. Mr. Loewen is active in serving on the Board of Directors of the Juvenile Diabetes Research Foundation of Orange County since 2007, the Board and Executive Committee of the Lincoln Club of Orange County for more than ten years, and the Board of Advisors of The Claremont Institute Center for Constitutional Jurisprudence.



Dr. Claire Friend-Retired Neurologist. Dr Friend practiced as a neurologist for 38 years and retiring from practice in 2003. She began teaching and was a sought after speaker nationwide through Pfizer-one the world's premier biopharmaceutical companies. She continues speaking and works it in her schedule in between being an Assistant Clinical Professor of Psychiatry and Human Behavior at UCI, Assistant Clinical Professor of Child Psychiatry at UCLA-HGHMC, and as a guest lecturer at Early Childhood Development, El Camino College. She also serves as the Editor of the quarterly Journal of Psychiatry.



Howard Klein-Partner at Klein, Oneill & Singh, LLP. Mr Klein is a founding partner of an intellectual property law firm of Klein, O'Neill, & Singh, LLP, in Irvine, CA. Mr. Klein has been practicing intellectual property law in Orange County, CA since 1977. Mr. Klein's clients are throughout the United States, as well as Europe, Taiwan, and Australia. These clients include individual inventors, start-up companies, and corporations of all sizes, including Fortune 500® companies. In more than thirty-seven years of practice in Intellectual Property Law, Mr. Klein has written and prosecuted numerous patent applications. Mr. Klein served as an adjunct professor at the Chapman University School of Law in 2012, and at St. Francis Law School (Baker College) in 2014. In July, 2003, Mr. Klein was appointed by the US Secretary of Commerce to a three-year term on the Patent Public Advisory Committee of the US Patent & Trademark Office.

The initial composition of the GBA Board of Director was established by the original GBA development team.

New Board members may be nominated by any member of the Global Business Academy, Inc. Board and will be elected by a simple majority of current board members. All directors shall be designated (voted in) by the existing Board of Directors.


The GBA Board of Directors will have the following standing committees:


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- Finance Committee
 - Audit Committee
 - Other ad-hoc and standing committees will be formed as needed.

The Finance Committee shall be comprised, at a minimum, of the Treasurer and President, and other Board members as agreed upon by the full GBA Board of Directors. Selection of the Board members that make up the Finance Committee must take into account experience with financial matters. The Executive Director can be present at all Finance committee meetings, and may invite outside persons to the meeting as needed.

Duties of the Board of Directors

The GBA Board of Directors is fully responsible for the operation and fiscal affairs of GBA including, but not limited to, the following:


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1. Approve and monitor GBA's annual budget and budget revisions accountability.
 2. Provide fiscal accountability and act as a fiscal agent for the receipt of funds for the operation of GBA in accordance with applicable laws and the receipt of grants and donations consistent with the mission of GBA.
 3. Ensure effective organizational planning by approving and monitoring GBA's goals and objectives.
 4. Define and/or refine GBA's mission, strategy, and policies.

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5. Evaluate the organization's effectiveness.
 6. Monitor general policies of GBA such as health and safety, use and maintenance of facilities.
 7. Appoint and remove all corporate officers, Executive Director, Advisors to the Board.
 8. Oversee and support GBA's fundraising and school resources to ensure they are managed effectively.
 9. Support GBA's educational efforts in the community.

These functions will allow for the implementation and governance of GBA to function at optimal levels.

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which GBA is established. Each member will act in accordance with both the Duty of Care: to act in good faith and with care of an ordinary prudent person; and the Duty of Loyalty: to refrain from doing anything that would cause injury to GBA.

Board Meetings



The Board of Directors shall meet every other month starting in August 2016 unless deemed necessary by the Board to hold additional meetings in off months. All meetings shall be held in accordance with the Brown Act. 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.

Notification for all meetings of the GBA Board of Directors will follow the requirements of the Brown Act. Notification of meetings will be posted on the publicly-accessible GBA website, as well as a printed copy posted in the main office of the school, clearly visible to the general public, according to the timelines provided by the Brown Act.

Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors or a majority of the Board and shall be held in accordance with the Brown Act.

A book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board shall be maintained in GBA's main office and may be posted on the GBA website.

The Board of Directors meetings will be headed by the President of the Board, who will be elected by the Board in accordance with bylaws. As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.




Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or an appropriate third-party contractor to GBA any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

1. Be in writing;
2. Specify the entity designated;
3. Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
4. Require an affirmative vote of a majority of present Board members.

Professional Development for Board Members



All Board members and GBA administration shall participate regularly in training regarding topics including, but not limited to, the following to ensure effective governance of GBA: the Brown Act, conflicts of interest rules, the Charter Schools Act, Board member roles and responsibilities, Form 700 reporting, financial operations and student performance, and general accounting concepts, including budgeting, reporting, and cash flow.


GBA Advisory Board

In addition to the GBA Board of Directors, GBA will utilize an on-site governance structure called the GBA Advisory Board. This Board will allow for representation from key stakeholders of the school. Each significant stakeholder group will select representation for the advisory board on an annual basis for one-year terms starting in the Fall of 2016. The Advisory Board may include the following standing committees:


- FAC - Faculty Advisory Committee
- PAC - Parent Advisory Committee

The Executive Director shall act as the Chair of the Advisory Board, and the Principal shall be the Vice Chair. The Advisory Board will meet at least twice yearly and present an annual report to the GBA Board of Directors on concerns and suggestions.

Parental Involvement




Parents of GBA students will be encouraged to participate in the educational process of their child(ren). One of the primary predictors of student success is parent involvement. Parents may participate in the school governance structure via the Parent Advisory Committee, as described above, and also via the GBA Advisory model, described in



Element 1. Parent involvement in the Advisory model activities can easily move a parent to greater roles from which they can progress to a role in the PAC, and then if they wish to a school-wide role via the GBA Advisory Board. Parents may also support instruction of certificated teachers in a variety of ways.

GBA recognizes that parents are entrusting us with the tremendous responsibility of educating of their children. We also recognize parents are a big part of successfully accomplishing this goal. We see parents as assets to our school community and we will seek to develop working partnerships by inviting parents to us and by going to them. Parents will play a major role in the GBA's evolving governance structure. GBA's Board of Directors may include parent representatives. GBA will also host Parent Education courses throughout the school year.

Teacher Involvement




At GBA teachers are the experts in curriculum and instruction. As the primary executors of the GBA's educational program, they are the day-to-day stewards of GBA's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and as having weight in all areas of school decision-making. Teachers will confer among themselves and with administrators to discuss concerns, student progress, student needs, professional development plans, long-range school plans, and other governance issues. Teachers shall make up the Faculty Advisory Committee as their representation on the Board.

Student Involvement

Students' voices shall be respected in school decisions, and their expertise about their needs and interests shall be acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to GBA's curricular design. GBA has a duty to be responsive to all students' needs and interests, so long as they are consistent with GBA's mission and vision. Students have a duty to become informed about issues on which they are asked to help make decisions. Student governance representatives will have a special charge to assure that pertinent information is communicated to students, and that they are diligent in assuring that their communiqués in committee reflect the diversity of ideas and perspectives present among students. GBA will offer a Student Government Association at grades 6-8 and 9-12.

Community Involvement



GBA will be actively involved in community life. Students will get to know the resources, cultural assets, and needs of the community through observation, inquiry, and participation in service-based activities. Students will communicate with diverse area residents, workers, and other area stakeholders. Students will choose issues on which to focus in their community service-learning projects. Through these activities, GBA will be an integral part of the local community. GBA will be focused on providing Community Service activities for our students to engage and interact with our community at large.



Our school will be engaging in community partnership to present and share student entrepreneurial perspectives.

Students and teachers will learn about the staff and work of local community organizations to find shared connections in their work and activities. GBA will look for ways area businesses and organizations might collaborate to enhance our mission and vision, and assure that GBA is a good community member. Community members with expertise or experience related to students' academic, civic, or personal development will work with our students, teachers, and sometimes parents to enhance GBA's to meet its learning outcomes. This shall happen through guest speaker visits, and guest facilitator visits as students work on particular projects, community mentoring, professional development with teachers, and workshops with parents.



ELEMENT 5




ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

GBA is a school of choice and no employees will be forced to work at GBA. GBA is committed to recruiting and hiring a community of professionals who are dedicated to the best practice of education for all students. Regardless of their role in the school, every person hired by GBA will actively help to promote the curricular philosophy, instructional program and the school guiding principles. Teachers and all paraprofessionals will meet the requirements for employment as set forth in Education Code Section 47605(l).

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




GBA has established the following employee qualifications to ensure a high-quality education program, and the health, and safety of GBA's faculty, staff, and students. To best meet families' needs and the school's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

Recruitment for Open Positions


The GBA Executive Director and/or designee will direct the process for recruiting and hiring all employees. All job openings will be posted via the GBA website, as well as education related job-posting sites, such as Ed-Join. The inclusion to the candidate pool will follow full submission of all job application materials.

The GBA Board of Directors will direct the process for recruiting and hiring an Executive Director with recommendations from the incumbent Executive Director if available.

Pre-conditions for Employment



GBA will require each employee to submit to a criminal background check as required by Education Code Section 44237. GBA will adhere to California laws, including background checks via LiveScan, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. GBA will adhere to




school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance of communicable diseases and tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.
- Documents establishing legal status.

All GBA personnel contracts shall be executed on an "at-will" basis. Contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual job responsibilities, as described in their contract, and adhering to policies, procedures, and expectations outlined in the employee handbook. The expectations outlined in the evaluation process will be designed to support the mission and vision of GBA and to comply with applicable state and federal laws.

Teacher Credentials and Credential Monitoring




GBA will conform to the legal requirements that all GBA teachers shall 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 in accordance with Education Code Section 47650(l). The Principal and Executive Director will monitor the compliance of documentation compliance. The Principal or designee will ensure credentials are in accordance with requirements as set forth in state law. Teacher contracts will have a provision that holds the contract valid only upon successful presentation of documentation for full compliance. Non-core teachers are not required to hold credentials but must demonstrate subject-matter expertise, meet GBA employment preconditions, and have the ability to communicate and work well with students.

The credential documents will be securely maintained at the school. The school will provide a report of the teacher credentials upon request.


GBA may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support.

Employee Selection Process

The Executive Director and designees will select employees for the school on an application and interview basis. Individuals who wish to apply for a position will be required to submit a resume and a GBA employment application.



The Executive Director and designees such as the Principal will review all submissions and determine which candidates are best suited for the school based on their qualifications. Selection will be based on the demonstrated ability to perform required



job duties. Candidates that are offered employment will receive a written notice from GBA. Classified employees will be hired either on a full-time or part-time basis depending on the job function and individual contract.

GBA School Leadership and Staff

1. *Executive Director: Responsibilities and Qualifications*

- Provides vision, strategic planning and leadership for the organization
- Lead all fund development including the ongoing maintenance and new development of contracts and other funding sources so as to provide the principal with all the needed and available resources to execute the academic program.
- Oversee financial stability and growth of the organization; assure sound financial planning, effective asset management, and full compliance with government audit requirements.
- Present operating and capital expenditure budgets for review and approval of the GBA Executive Board annually.
- Oversee operations, consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
- Ensure that the policies and procedures are uniformly understood and properly interpreted and administered.
- Responsible for the compliance and submittal of all reporting requirements.
- Responsible for the design and execution of the facilities plan.
- Oversee the schools fundraising activities.
- Serves as the school's chief spokesperson and develops and maintains effective relationships with all stakeholders, government, and media.
- Participate in meetings of the GBA Board of Directors and Board Committees.
- Serves as Chair of the GBA Advisory Board.
- Provide advice and counsel; serve as a resource to the Board in establishing overall direction of the organization.
- Participate in Board development, including recruitment and training.

Executive Director: Qualifications

The qualifications for this position include demonstrated appropriate and substantial previous experience and leadership in:

- Non-profit management
- Public-sector program compliance
- Charter-school operations

- Educational advocacy and reform
- Cultural relevancy with community served, including parent involvement
- Education of youth in alignment with the GBA mission statement and educational program

2. *Principal: Responsibilities and Qualifications*


The Executive Director will select the Principal on an application and interview basis. Qualifications for this position include demonstrated substantial previous experience in educational leadership, in program design and/or development, and in entrepreneurial and commitment to educational reform as well as an educational vision for and experience with low-income and/or minority children. The Principal will:

- Have ultimate responsibility and accountability for student progress as it relates to student achievement.
- Serves as Vice-Chair of the GBA Advisory Board.
- Shares responsibility of hiring and firing (with cause) employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the school.
- Prepare credentialing paperwork and monitor processing.
- Organize and lead teacher workshops and in-service.
- Organize teacher common planning time.
- Assist with student discipline.
- Report to the GBA Board of Directors on the progress of the school in achieving educational success once a month.
- Be a liaison to partners.
- Represent schools at meetings/forums.
- Call needed meetings.
- Open and close campus.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Help parents organize parent support center and meetings.

Principal: Qualifications


The qualifications for this position include demonstrated appropriate and substantial previous experience and leadership in:

- Academic school leadership focused on increasing student achievement.
- Management of certificated, classified and contracted employees.
- Day-to-day operations of the safety, facilities and procedures of a school.
- Oversight of the California teacher credentialing policies.
- Management of instructional professional development.

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- Development and management of middle school and high school behavior and discipline plans.
 - Communications with parents and the community.

3. *Teachers*

Teachers will be selected by the Principal on an application and interview basis. Qualifications for teaching positions include professional credentials in alignment with their assigned duties, demonstrating subject-matter competency and classroom instructional and management capabilities as well as experience teaching students that fit the demographic profile of the community served. GBA will monitor the status of all teachers holding alternative certification. Teachers will:

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- Provide a quality, enriched and powerful curriculum.
 - Provide continual assessment of student progress and maintain records.
 - Continually evaluate classroom performance to meet the needs of the students.
 - Provide an effective classroom environment that reflects and facilitates the academic program.
 - Be proficient with educational technology tools.
 - Provide peer assistance to fellow teachers.
 - Continue to work on professional growth.
 - Actively strive for continuous and open communication with parents and community members.
 - Maintain regular, punctual attendance.


Qualifications: 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 in accordance with Education Code Section 47650(l).


4. *Other Certificated Staff/Substitute Teachers*

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

5. *Office Personnel*


Office Personnel will be selected by the Principal and/or administrative staff on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

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- Answering telephones
 - Filing reports
 - Communicating with parents and community members
 - Enrolling students

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

6. Counselor

Under the administrative direction of the Principal, counselors implement programs which emphasize developmental guidance, preventive and proactive counseling, and which focus on the academic, personal, social, and career development of all students. Qualifications for a counselor include: at least one year of experience working with youth, excellent communication and teamwork skills, knowledge of child/adolescent development child/adolescent psychology, excellent active listening skills, and the ability to build trust and rapport quickly. Duties will include, but not be limited to:

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- Implementing broad based programs, which deal with decision-making skills, conflict resolution, self-esteem, positive attitudes, goal setting techniques, and coping strategies.
 - Consulting and collaborating with parents, school staff, and agency personnel in planning for the students.
 - Providing academic guidance.
 - Maintaining student transcripts and scheduling classes
 - Serving as school based resources for dealing with crisis prevention/intervention, and child abuse/neglect.
 - Providing classroom guidance focusing on emotional and social issues, family relationships, peer relations, and decision-making, individual and group counseling.
 - Participating in team intervention with staff to support students.
 - Coordinating and facilitating programs and services which impact directly upon students' abilities to achieve academically, emotionally, socially, and personally.
 - Maintaining liaison relationships in order to integrate the resources of the school and the community
 - Pass a Department of Justice (DOJ) background check
 - Performing related work as required.
 - Must be examined and pass a Tuberculosis (TB) test within 4 years of employment and if deemed necessary by school, every 4 years after that.




7. Classified Staff

Classified and other personnel will be selected by the Principal and/or administrative staff on an application and interview basis. Selection will be based on demonstrated ability to perform required job duties. Classified personnel will perform duties suitable for their job positions.

8. Director of Special Education: Responsibilities and Qualifications


The Director of Special Education will be responsible for the oversight and management of Special Education, acting as a liaison to the SELPA. S/he will demonstrate a belief that all students can learn at high levels. S/he will develop related goals, objectives and recommend policies, planning, implementation and working with school staff to meet the needs of students with special needs. S/he will serve as a resource for information regarding special education services, programs and policies and will ensure that procedures are appropriate in relation to policies required by region, district, state and federal regulatory requirements. The Director will analyze data, plan activities, monitor programs/services, respond to others, and consult with teachers and administrative staff.

Responsibilities:

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- Know current Special Education regulations and best practices
 - Support general education teachers and administrators to implement appropriate strategies to meet the needs of student with IEPs
 - Implement accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time
 - Analyze assessment results to drive instruction and IEP development
 - Develop and assist with appropriate behavior management techniques for students with special needs
 - Manage and train Special Education staff as assigned
 - Develop IEPs in accordance with federal, state and SELPA standards
 - Create and maintain Special Education documentation as required by federal, state, and SELPA regulations
 - Ensure IEP timeline compliance of assigned caseload
 - Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Speech and Language, etc.)
 - Develop positive relationships with parents and families to engage them in the IEP process
 - Manage and/or assist with the development of 504 plans at assigned sites
 - Develop and provide ongoing professional development for general and special education staff and administrators

Director of Special Education Qualifications:

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- Prior school site administrative experience preferred

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- Bachelor's Degree required, Master's Degree or Administrative Credential strongly preferred
 - Bilingual (Spanish/English) preferred
 - Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
 - Prior experience using data systems such as AERIES and/or SEIS
 - Strong written and verbal communication skills

9. *Coordinator of Athletics: Responsibilities and Qualifications*

The Coordinator of Athletics will facilitate school-wide efforts to build and maintain a strong, positive, growth-oriented school fitness and athletic program. In partnership with the Principal, s/he will implement and monitor multiple structures and programs that develop the physical fitness of students while aligning to the identified annual strategic priorities of the school. Specifically, s/he will provide leadership in the planning, implementation, coordination, supervision, and evaluation of athletic programs for the school. S/he will be responsible for developing and monitoring an extracurricular athletic program that encourages skill development, understanding of sports rules, history, and figures, and facilitates teamwork and sportsmanship. S/he will participate in this position in addition to their full-time teaching responsibilities until such time as the school can hire an employee who can take on this role full-time.




Responsibilities:

- Prepare and maintain a master budget for all athletic programs
- Supervise equipment inventories
- Create, in conjunction with the Principal, all athletic course schedules
- Organize and schedule all interscholastic/intramural events
- Coordinate transportation to and from all sporting events
- Secure referees/officials and game workers for all interscholastic events
- Coordinate facilities and space use for extracurricular activities
- Develop, in conjunction with Principal, appropriate rules and regulations governing the conduct of teams and coaches
- Oversee student academic eligibility for participation in each event
- Supervise afterschool extracurricular activities as designated by the Principal
- Guide and promote character development of students through deliberate programming practices and by coaching coaches in developing stronger relationships with students
- Plan, organize, and facilitate parent information meetings for the athletic Program
- Performs such other duties as may be assigned by the School Leader

Qualifications:

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- Bachelor's degree (required); Master's degree (preferred)
 - Current CA teaching credential


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- Current CA Administrative credential or eligibility (preferred)
 - First aid and CPR certification or eligibility for certification
 - Minimum of five years of teaching experience preferred; two years preferred with athletic programming experience
 - Excellent organizational, communication and facilitation skills

Evaluations

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. The Executive Director will be evaluated by the GBA Board of Directors on:

- Degree to which all business objectives are met with sound financial procedures,
- Maintaining a fiscally sound GBA including a balanced budget with clean audits,
- Accommodation of all necessary space requirements according to the facilities plan,
- Success in promoting a positive message about the school, and
- Success in managing fundraising program.

The Principal will be evaluated by the Executive Director on:

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- Overall successful school academic program and achievement of educational goals,
 - High parental and community involvement,
 - Completion of required job duties, and
 - Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers and lead teachers will be evaluated by the Principal on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Adherence to the GBA vision in support of student achievement.
- Communication with parents and school personnel regarding student progress.
- Performance of job duties, and
- Knowledge of curriculum.

Classified and other personnel will be evaluated by the Executive Director based upon completion of assigned job duties and regular, punctual attendance. If an employee disagrees with an evaluation, a written objection may be appended to the review.

ELEMENT 6




ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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


For GBA, the health and safety of our students and staff members is our highest priority. GBA will continue to follow established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. In order to provide safety for all students and staff, GBA will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with our insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and GBA.

Emergency Readiness



All GBA staff will be made aware of their duties and responsibilities in the event of an earthquake or other national disaster. Drills for fire, earthquake, lock-down, active shooter, and other situations will be held throughout the year, in compliance with the mandated frequency requirements. GBA staff shall routinely discuss earthquake, fire and the emergency safety response at staff meetings and during morning assemblies. Students and staff will practice earthquake responses in alternate months, fire drills monthly, and conduct at least one lock-down drill annually. (Logs of drills can be made available for District review at any time if requested by the District.) GBA will adhere to acceptable practice for school safety and emergency plans drafted specifically to the needs of the school site. Staff will be trained annually on the safety procedures to ensure student safety.

Facility Safety



GBA will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the State Building Standards Code or the Field Act. GBA shall also comply with the Americans with Disabilities Act (“ADA”) and all other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Building plans and permits will be provided when asked by the District to ensure and document compliance with the California Building Code (Part 2 (commencing with section 101) of Title 24 of the California Code of Regulations) as adopted and enforced by the local building enforcement agency; federal American Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. The District shall be provided a Certificate of Occupancy issued by the City (or County), allowing petitioners to use and occupy the site at least 45 days prior to the date GBA is scheduled to open, or as




otherwise agreed upon by the District and GBA. GBA shall conduct fire drills as required under Education Code Section 32001.

Integrated Complaint and Investigation Procedures

GBA shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This includes any investigation of any complaint filed with GBA alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. GBA shall notify all students and employees of the name, office address, and telephone number of the designated employee or employees.

GBA shall develop a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into GBA, including a Uniform Complaint Policy and Procedures. The Executive Director or his/her designee shall be responsible for investigation, remediation, and follow-up on matters submitted to GBA through this procedure. Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues.

Medication and Health Screenings



GBA will adhere to Education Code Section 49423 regarding administration of medication in school. GBA will adhere to Education Code Section 49450, et seq. applicable to the grade levels served by the school, by providing screening for vision, hearing, and scoliosis.

Child Abuse Reporting

GBA will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. As mandated reporters, all GBA staff must report to the proper authorities if they suspect that a student is subject to the following:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care.

Additional mandated reported policies and procedures will be detailed in the school's health and safety policies.

Drug Free/Alcohol Free/Smoke Free Environment



GBA shall ensure that the campus is kept safe and is tobacco, drug and alcohol free.

Blood-borne Pathogens

GBA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. A written infectious control plan shall be adopted that is 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. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Comprehensive Sexual Harassment Policies and Procedures

GBA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. GBA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at GBA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with GBA's discrimination and harassment policies.


Insurance


A. Insurance Requirements

No coverage shall be provided to GBA by the District under any of the District's self-insured programs or commercial insurance policies. GBA shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect GBA from claims which may arise from its operations. It shall be GBA's responsibility, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

GBA anticipates the following insurance policies are required, which may be amended based on the requirements of the District and/or GBA's insurance carrier based on the specific needs of the school:

1. Comprehensive or Commercial General Liability, including Fire Legal Liability, not less than Three Million Dollars (\$3,000,000) each occurrence combined single limit for bodily injury and property damage and not less than \$24,000,000 excess liability insurance.

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2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect GBA from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of not less than \$1,000,000.
 3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits not less than \$1,000,000 Combined Single Limit per occurrence.
 4. Fidelity Bond coverage shall be maintained by GBA to cover all GBA employees who handle, process or otherwise have responsibility for GBA School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
 5. Professional Educators liability insurance-Errors and Omissions liability coverage with minimum limits of \$1,000,000 per occurrence and \$3,000,000 general aggregate.
 6. Sexual Molestation and Abuse coverage with minimum limits of not less than \$1,000,000 per occurrence and \$3,000,000 general aggregate.
 7. Employment Practice Legal Liability coverage with limits no less than \$1,000,000 per occurrence and \$3,000,000 general aggregate.
 8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.




Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

B. Evidence of Insurance

GBA shall furnish to the District within 30 days of all new policies inceptions, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the chartering authority."



Should GBA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of GBA.




FERPA

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

Criminal Background Checks

Each employee of the school will submit to a Department of Justice criminal background check via LiveScan processing 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. Any offer of employment made by GBA prior to the criminal conviction/fingerprint check will be null and void in the event that the records show that the person does not meet the GBA standards. Volunteers who will provide services outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.




The Executive Director or his/her designee shall monitor compliance with this policy. The Executive Director shall monitor the fingerprinting and background clearance of the Director of Human Resources. The Board President shall monitor the fingerprinting and background clearance of the Principal.


Immunizations and Tuberculosis Risk Assessments and Examinations

All staff and volunteers will provide records documenting immunizations against appropriate diseases, and Tuberculosis (Mantoux) clearance, as required by Education Code Section 49406. All students enrolled and GBA will provide records documenting immunizations against appropriate diseases as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Diabetes

GBA will 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 shall 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.
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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.

Food Service and Other Auxiliary Services Safety

GBA will contract with an outside agency for its food service needs. GBA will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. GBA will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

ELEMENT 7




ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

In pursuit of the GBA ideals and our commitment to serve *all* students, admissions outreach is designed to attract a diverse student population. GBA is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum who may want to apply to GBA. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer applicants to GBA.


Open Enrollment Policy




GBA shall implement an open enrollment process. Each student shall attend GBA on a voluntary basis. No student shall be denied admittance to the school based on race, sexual orientation, religion, ethnicity, national origin, gender, gender identity, gender expression, disability, or any other protected classification under local, state, and federal laws; including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. At GBA’s Parent Information Meetings, parents will be provided a very clear and accurate picture of the school’s learning experience so they can make the most appropriate choice for their children. GBA shall adhere to the McKinney-Vento Homeless Assistance Act. This ensures that each parent of a homeless child will have equal access to the same free, appropriate public education as provided to other children. GBA will admit all students who wish to attend the school, subject only to capacity of the school as established by GBA. As further described in Element 8 – Admission Requirements, if the number of applicants to GBA exceeds the school’s capacity, admission shall be determined by a public random drawing in accordance with state law.

Community Outreach Plan


GBA endeavors to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the local geographic area of the District.



See Appendix E for GBA’s Community Outreach Plan. Outreach efforts in the community will include the following:

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1. Community presentations and information in English and Spanish
 2. Development of informational materials.
 3. Fliers/brochures will be distributed annually in English and Spanish, outlining our vision and mission statements for the school and the community for the purpose of student recruitment
 4. Identifying specific locations where all targeted demographic groups and inaccessible members of the community can be reached. GBA will conduct an annual review to evaluate appropriate and effective venues for outreach. These specific locations may include, but are not limited to
 - a. Churches in Mission Viejo, Aliso Viejo, San Juan Capistrano, San Clemente, and Laguna Niguel
 - b. Community Organizations, in Mission Viejo, Aliso Viejo, Rancho Santa Margarita, San Juan Capistrano, San Clemente and Laguna Niguel
 - c. Libraries in Mission Viejo, Laguna Niguel, Ladera Ranch, San Juan Capistrano, San Clemente, and Dana Point.
 - d. Tutoring Services in Mission Viejo, San Juan Capistrano, Laguna Niguel, Ladera Ranch and San Clemente

Annual Outreach Efforts Methods




Annual notification of application availability will be given to large numbers of students reflective of racially and ethnically diverse backgrounds through the following methods:


- Year Long - Public notification of all inscription dates and requirements in the local community newspapers.
- Spring and Summer - Community outreach efforts including working with local council members' field offices, local public libraries, park and recreation centers, community based organizations, churches and synagogues.
- Year Long - Developing and maintaining a web site with current information about the school.
- Year Long - Publicizing our instructional program, hosting community open houses.
- Year Long - Providing tours of the school and speaking to interested parties
- All outreach efforts will be tailored in English and Spanish and other languages as needed.

Recruitment of Academically Low-Achieving and Economically Disadvantaged Students

The following efforts will be employed by GBA in order to recruit low-achieving, economically disadvantaged students:

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1. Students will be recruited from San Juan Capistrano public schools or areas characterized by low achievement and a predominantly Title 1 population.
 2. Flyers with enrollment events will be distributed to the local middle and high schools, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed).
 3. Flyers will be distributed to local community agencies, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed).
 4. All students will be encouraged to apply, if interested.
 5. There will be no special qualifications required for admission to GBA.

Media




GBA's public relations team have created media packets to distribute to local media outlets to receive donations for media placements. The team will send news releases and reports, recruitment updates and information to magazines, newspapers, and city newsletters. We also distribute invitations to community meetings. All press releases are translated into Spanish, if required. Forms of media to include but not limited to:

1. Electronic media - GBA website, blogs, Facebook, posts, Twitter, Yahoo Groups
2. Community Meetings will be held at local churches, community centers, libraries and frequent local gathering places. Spanish translators will be available to families in attendance at all meetings.

Racial & Ethnic Balance Data

Recent data regarding racial and ethnic balance within Capistrano Unified School District, wherein GBA will operate, is reflected below. GBA shall implement its outreach efforts to strive to achieve a racial and ethnic balance reflective of the District. The ethnic/racial student population for middle school is as follows: 63.3% White, 21.1% Latino/Hispanic, 8.2% Asian, and 5.5% Two or More Races (see Appendix A). The ethnic /racial student population for high school is as follows: 64.5% White, 21.6% Latino/Hispanic, 8.4% Asian, and 5.1% Two or More Races (see Appendix A).



GBA shall maintain an ongoing accurate accounting of the ethnic and racial balance of students enrolled in GBA. It shall also keep on file documentation (i.e. files of articles, agendas, etc.) on the efforts GBA made to achieve student racial and ethnic balance and the results it achieved, in accordance with the commitment made in this petition and the standards of charter legislation. This information shall be analyzed by GBA annually



in an effort to evaluate the success and weakness of the outreach of the prior year to prepare GBA for an improved outreach effort in the subsequent year.



ELEMENT 8



ELEMENT 8 – ADMISSION REQUIREMENTS


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

Basic Requirements

GBA will not discriminate against any student on the basis of 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. In accordance with Education Code Section 47605(d), GBA shall admit all students who wish to attend GBA, subject only to capacity. GBA will adhere to the maximum and minimum age requirements of state law. GBA will be non-sectarian and non-discriminatory in all its programs, admission policies, employment practices, and all other areas of operation and will not charge tuition.

GBA shall require students who wish to attend to complete an application form.

Public Random Drawing



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

The procedures for the public random lottery will be posted on the school's website. In the event that the number of applications of interest exceeds capacity at any grade level, the random, public lottery will be held no later than one month following the close of the open enrollment period on a weekday evening at a school site to ensure that interested parties can attend. The date, time and location of the lottery shall be published on the school's website and bulletins.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Children residing within CUSD
2. Siblings of current students
3. Children of Founding Families not to exceed a total of 10% of total enrollment

4. Children of Staff not to exceed a total of 10% of total enrollment of a combined total of Staff and Founding Families

5. Children attending in-District schools in Program Improvement (PI) status

Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same categories as outlined above. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Enrollment Procedures

The following enrollment procedures are intended to create informed families who are committed to the school program and philosophy and will be utilized after students are accepted:

1. Attend a group information session (a parent who does not attend in no way impacts student's enrollment or admission).
2. Attend an individual family session if time permits (a parent who does not attend in no way impacts student's enrollment or admission).
3. Complete a written enrollment packet including the following:
 - a. Enrollment Form
 - b. Immunization Records
 - c. Home Language Survey
 - d. Release of Records Form
 - e. Completion of Emergency Medical Information Form
 - f. Proof of minimum age requirements, e.g. birth certificate

ELEMENT 9

ELEMENT 9 – FISCAL AUDITS

Governing Law: The manner in which an annual, independent financial audit 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)(l).

An annual independent financial audit of the books and records of GBA will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of GBA will 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 GBAs as published in the State Controller's K-12 Audit Guide.

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. 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.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. 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 GBA is public record to be provided to the public upon request.

ELEMENT 10






ELEMENT 10 – STUDENT SUSPENSION AND EXPULSION

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at GBA (the “Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter 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.* The Charter 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 from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction 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 Charter 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 this Policy and Procedures are available on request at the Principal’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 the Charter 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”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter 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 the Charter 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 or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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 pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic 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, threatened 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 school site, 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).
- 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 Principal 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 Principal 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 or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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 pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic 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, threatened 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 school site, 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).
- 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 Principal 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 Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or 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 Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.




At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.


3. Suspension Time Limits/Recommendation for Expulsion



Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. 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 Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel



A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors 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 Charter 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 Principal 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 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 the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School 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

The Charter 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 the Charter 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. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion 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 entity 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors 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 Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal 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; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal



The pupil shall have no right of appeal from expulsion from the Charter School as the Charter 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. The Charter 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission



The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following




a meeting with the Principal 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 Principal or designee shall make a recommendation to the Board of Directors 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 the Charter 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 District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District 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, the Charter 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 the Charter 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 the Charter 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 Charter 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.



If the Charter 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 the Charter 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 the Charter 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 the Charter 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 the Charter School agree otherwise.



5. Special Circumstances



Charter 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 Principal 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter 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 Charter 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 Charter 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 Charter School supervisory personnel.
- 



If the Charter 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 the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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 11

ELEMENT 11 – RETIREMENT PROGRAMS

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

Retirement Program


Certificated and non-certificated employees at GBA will participate in the federal Social Security system and will have access to other GBA-sponsored retirement plans according to the policies established by the GBA Board of Directors. GBA plans on offering 403(b) plans to its eligible employees. GBA will not be participating in the State Teacher's Retirement System (STRS) and the Public Employees Retirement System (PERS). The Board of Directors, under the advisement of the Executive Director, will ensure retirement coverage is arranged and administered for all employees through the school's payroll service provider as required by Education Code Section 47611.3. GBA reserves the right to offer additional retirement plans it deems appropriate.

Certificated, non-certificated, and other staff members at GBA shall retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS, and the Social Security system. The Executive Director will work with new staff members and teachers to ensure all previously vested monies in their respective retirement systems get rolled over or that appropriate experts are provided for retirement advice when necessary. Prior to any changes in retirement benefit packages, GBA agrees to provide written notification to all employees. The Director of Human Resources is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

403(b) Option in Place of STRS


In a recent article written by Wharton Business School at University of Pennsylvania, January 26, 2015, the author coined unfunded public pension liabilities an "invisible crisis." In a recent article written by Kimberly Ang, September 16, 2015, "New School Budget Realities: Rising Benefit Costs Under the CalSTRS Funding Solution," she reports that CalSTRS obligation to its retirees and active employees are only 67% funded as of June 30, 2013. This percentage has since decreased with the advent of Proposition 30 phasing out in 2019. Proposition 30 was a temporary tax revenue voted in 2012 to provide additional revenues to CalSTRS. With Prop 30 phasing out, the Districts and employees will bear the burden of contributing additional amounts from their payroll. Members (staff and teacher) will be required to pay 8% of their payroll starting in 2019. As payroll costs are projected to grow, so do the expected obligations increase year over year.

CalSTRS costs are rising in the broader context of a decade of employee benefit cost growth. While employee benefit costs have increased, expenditures on books and



supplies shrunk by 20% from years 2004 to 2014. CalSTRS costs are projected to increase by 198% from 2015-2025 according to Ang. In a new CalSTRS funding solution for 2019, members of CalSTRS will be expected to contribute 8% of their payroll. This 8% is calculated on CalSTRS extremely unrealistic expected return of 7.5% average rate of return on its investments over the next 30 years. This is a target CalSTRS has missed over the last decade and one that the system's consulting actuaries predict it will likely miss over the next three decades. CalSTRS themselves estimate that their accounts would need at or above a 10% investment rate of return each year for the next 30 years in order to make up for the unfunded pension liability. This is an impossibility given the nature of actual market returns. As returns fall dramatically short as they have been over the last decade, that 8% requirement can only be increased to meet the 198% increase in CalSTRS costs.

As Wharton Finance Professor Robert Inman states "bailouts become an invitation to repeat the process once again". GBA believes Prop 30 and this new CalSTRS funding solution is just that-an invitation to add to the increasing unfunded liability. Who will get the short end of the stick when more and more teachers retire as the population starts to age? Could it be another Enron case where members who have been paying into the system will lose all or most of their retirement?




In another article written by A.Tatum & J. Mosbacher, October 3, 2013, "Re-Calibrating CalSTRS: Evaluating the California State Teachers' Retirement System's Funding Shortfall", The authors calculate each day CalSTRS unfunded pension debt grows by an average of \$50million. This same pension fund is on track to be empty by the year 2043.

At GBA we believe teachers and staff are the heart and soul of what make our educational program successful. As such, we want to protect them and their families. With this line of thinking, we believe offering a 403(b) for retirement would best protect our teachers, staff and their families. There is no fear of an unfunded liability that they will have to shoulder the burden. They can feel safe in knowing their retirement monies have realistic expectations of return managed by professional experts in this field.

Any teacher and staff that have paid into STRS and PERS will be given the opportunity to roll those funds over and retirement experts will be chosen to help with these needs. GBA can set up a 403(b) plan on an open platform-meaning over 1,000 investment choices, with low costs, investment experts to guide each staff and teacher, free trades through a third party fiduciary and no requirement as to amount contributed from their payroll.


A. Additional Features of 403(b) Plan

1. GBA plans on offering a Roth contribution option to our 403(b) plan. This will make all withdrawals from the Roth portion of the plan not taxable. Roth accounts tend to beat traditional plans over the long term by providing tax savings to participants. Additionally, a huge advantage of 403(b) plans is that



participants do not have to pay taxes on dividends, interest and capital gains as their investments are in the 403(b) account. Since there are no tax effects, participants can rebalance their portfolios more often to be ahead of market changes, gain higher returns or change risk allocations without having about being tax efficient and focus on higher returns and low expenses.

2. Loans can be taken out against 403(b) plans
3. Some plans allow for GBA to offer matching contributions to plans as an incentive against having STRS.
4. Some plans allow for employees to invest in low cost "institutional" funds, which otherwise have high investment minimums to participate. For example, the Vanguard Institutional Index Fund has an expense ratio cost of only .025% and normally requires a minimum investment of \$200 million dollars, however, participants can invest in this fund through a 403(b) plan.
5. Contribution limits are higher than for IRAs. For teachers and staff that are nearing the age of retirement, being able to invest a higher amount each year will give them a larger nest egg. Additionally, participants that are 50 years or older may be eligible to make an extra \$5,000 per year in "catch up" contributions.



GBA reserves the right to match employee contributions up to 3%, provided employee is a participant and contributes a minimum percentage of contributions.

Employee Benefits

All full-time employees will receive a comprehensive compensation and benefit package that includes, but will not be limited to, workers' compensation, unemployment insurance, Medicare, and Social Security. Full-time employees (30 hours or more per week) will receive additional benefits such as, but not limited to life, health, dental, vision, and related benefits.

The Executive Director may offer additional incentive compensation to those staff members performing additional responsibilities when ratified by the GBA Board of Directors.

ELEMENT 12

ELEMENT 12 – 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 GBA. Pupils who choose not to attend GBA may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the district. Alternative schools for students living within the Capistrano Unified School District attendance area will be the same as those offered to all other students currently residing in the District. The parents/guardians of each student enrolled in GBA will be informed on admissions forms that said student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in GBA, except to the extent that such right is extended by the local education agency.

ELEMENT 13

ELEMENT 13 – EMPLOYEE RETURN RIGHTS

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

Leave and return rights for union-represented employees who accept employment with GBA will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

No public school district employee shall be required to work at GBA. Persons employed by GBA are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at GBA and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. GBA employees shall have any right upon leaving the District to work in GBA that the District may specify, any rights of return to employment in a school district after employment in GBA that the District may specify, and any other rights upon leaving employment to work in GBA that the District determines to be reasonable and not in conflict with any law.

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. GBA shall not have any authority to confer any rights to return on District employees. Unused sick or vacation leave or years of service credit at the District or any other school district may be transferred to GBA. Employment by GBA provides no rights of employment to any other entity, including but not limited to any rights in the case of closure of GBA.

ELEMENT 14

ELEMENT 14 – DISPUTE RESOLUTION

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

Disputes Between the Charter School and the District

GBA 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. GBA is willing to consider changes to the process outlined below as suggested by the District.

GBA and the District will be 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 GBA and the District, GBA staff, employees and Board members of GBA and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and GBA Executive Director, or their respective designees. 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, GBA 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 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, 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 Executive Director, or their respective designees, 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 Executive Director, or their respective 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 Executive Director, or their respective designees. 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 GBA. 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 GBA.



Internal Disputes

GBA shall have an internal dispute resolution process to be used for all internal disputes related to GBA's operations. Parents, students, Board members, volunteers, and staff at GBA will be provided with a copy of GBA's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to GBA.



ELEMENT 15

ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(5)(O).

GBA shall be the exclusive public school employer of all employees of GBA for collective bargaining purposes. As such, GBA shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and act independently from the District for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees shall be individually contracted at salaries and benefits set by the GBA Board of Directors.

ELEMENT 16

ELEMENT 16 – CLOSURE PROCEDURES

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

Closure of GBA will be documented by official action of the GBA Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The GBA Board of Directors will promptly notify parents and students of GBA, the District, the County Office of Education, GBA's SELPA, the retirement systems in which the Charter School's employees participate, 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 GBA Board will ensure that the notification to the parents and students of GBA 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 GBA.

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, GBA 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. § 1232g. GBA will ask the District to store original records of GBA's students. All student records of GBA shall be transferred to the District upon GBA's closure. If the District will not or cannot store the records, GBA shall work with the 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, GBA will prepare final financial records. GBA will also have an independent audit completed within six months after closure. GBA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by GBA 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 GBA.

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

On closure of GBA, all assets of GBA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GBA, remain the sole property of the GBA nonprofit public benefit corporation and, upon the dissolution of the GBA nonprofit 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 GBA's 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, GBA shall remain solely responsible for all liabilities arising from the operation of GBA.

As GBA is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of GBA, 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.

As specified by the Budget in the Appendix, GBA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS




MISCELLANEOUS PROVISIONS

A. FINANCIAL REPORTING

GBA shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and may 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 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 GBA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all of GBA's receipts and expenditures for the preceding fiscal year.




GBA 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.


GBA 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, GBA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. FISCAL CONTROLS




The administration of GBA is responsible for establishing and maintaining an effective system of internal accounting control.



GBA shall implement an internal control system, the objectives of which are to provide the administration with reasonable assurances that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with administration's authorization and recorded properly to permit preparation of financial statements in accordance with generally accepted principles. GBA's system of internal control has six elements:

- 1) Employing competent, trustworthy people with clear lines of authority and responsibility.
- 2) Having adequate separation of duties.
- 3) Having proper procedures for authorizing accounting transactions (dual signature and approval methodology).
- 4) Maintaining adequate documents and records.
- 5) Having appropriate physical control over assets and records.
- 6) Conducting independent checks on performance.

C. BUDGET



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, as Appendix F, please find the following documents:

- A projected budget, including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

D. ADMINISTRATIVE SERVICES

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

The Board of Directors shall set the School's administrative and fiscal policy. The Executive Director will ensure that the educational philosophy and mission is implemented, while the Principal shall oversee the day-to-day operations of the school. GBA will collect bids from CharterInsight, EdTec and CSMC for our back office provider and the Board of Directors will decide accordingly.

1. Accounting and Business Services

The GBA Board of Directors shall oversee the work of the back-office services provider, who shall handle all back-office business functions, including but not limited to: government financial reporting, general accounting, payroll, accounts payable/receivable, budget development assistance, attendance reporting, and insurance and benefits administration. The provider, Charterboost, will also assist GBA staff and the Board of Directors on business issues that arise during the year, such as Memorandum of Understanding (MOU) negotiations, financial modeling of programs, strategic planning, transportation, and others. The provider shall help the Executive Director and the GBA Board of Directors create and monitor the annual budget and provides monthly financials, cash flow projections and analysis.

2. Criteria for Contract Services

GBA shall ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. GBA makes awards only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. FACILITIES

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

Currently GBA does not have a facility of which to list as a physical address. Said facility will be located in accordance with applicable state law. Currently GBA does not have a facility of which to list as a physical address. Said facility will be located in accordance with applicable state law. GBA will need a facility with approximately 15,000-30,000 sq feet depending on enrollment projections. GBA anticipates the first year will have a need for approximately 13-18 classrooms, one multiple purpose room, 6-8 bathrooms, a few office space and a playground area. GBA has been actively looking within the boundaries of Capo District for school zone properties and non-School zone areas which will require a conditional use permit. GBA has looked at facilities in Aliso Viejo but discovered the vacant buildings were not in a school zone and a conditional use permit could take 6-9 months. GBA has been in talks to obtain portables which another facility is no longer using. If these are successful then GBA would need a location of which to establish the school and not necessarily a full building. GBA has two (2) realtors actively looking for properties which may also not be listed.

F. POTENTIAL CIVIL LIABILITY EFFECTS

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

GBA will be operated by Global Business Academy, Inc., a California non-profit public benefit corporation. The 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). The specific purpose for which the corporation is organized is to be an educational institution and will include grades 6-12.

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. GBA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of GBA.

Further, GBA and the District shall enter into a memorandum of understanding, which shall, amongst other items, indemnify the District for the actions of GBA under this charter. The Bylaws of GBA provide for indemnification of GBAs Board of Directors, officers, agents, and employees, and GBA shall purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, GBA shall secure appropriate insurance for the school. The District shall be named an additional insured on the general liability insurance of GBA.

The Board of Directors of GBA shall institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDIX

List of Appendices

The following documents referenced in the elements of this petition can be found in these Appendixes:

- Appendix A – Demographics Chart
- Appendix B – SBAC results
- Appendix C – Articles of Incorporation/Bylaws/Corporate Docs
- Appendix D – Resumes of Lead Petitioner and Board of Director Members
- Appendix E – Community Outreach Plan
- Appendix F – Budget
- Appendix G – Letters of Support
- Appendix H – Teacher Signatures
- Appendix I – Health and Safety Procedures
- Appendix J -- Scope and Sequence



Appendix A

Demographics Chart

Surrounding Schools Demographics

Capistrano Unified School District	# of Students 2013-2014	% Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
<i>Middle Schools</i>							
Aliso Viejo Middle School	1066	16.3%	8.4%	5.9%	59.7% White	19.4% Hispanic	8.4% *
Arroyo Vista Middle School	407	12.0%	10.6%	1.7%	67.1% White	17% Hispanic	6.1% Asian
Bernice Ayer Middle School	865	27.9%	7.5%	10.6%	56.6% White	31.9% Hispanic	8.4% *
Carl Hankey Middle School	252	37.3%	11.5%	12.3%	53.2% White	34.5% Hispanic	3.6% *
Don Juan Avila Middle School	1206	13.4%	6.8%	3.7%	57.3% White	17.7% Hispanic	11.6% Asian
Ladera Ranch Middle School	1364	7.6%	6.8%	0.5%	69.6% White	13% Hispanic	7.8% Asian
Las Flores Middle School	1071	5.5%	6.8%	1.4%	71.4% White	11.2% Hispanic	7.3% Asian
Marco Forster Middle School	1352	59.4%	11.7%	24.1%	60.9% Hispanic	34.3% White	2.4% *
Newhart Middle School	1323	19.3%	10.2%	7.1%	60.3% White	23.6% Hispanic	7.6% *
Niguel Hills Middle School	1253	23.0%	10.8%	7.4%	63.5% White	23.2% Hispanic	6.2% *
Shorecliffs Middle School	1039	31.7%	10.0%	9.3%	65.7% White	26% Hispanic	4.8% *
Vista Del Mar Middle School	572	11.0%	8.4%	2.8%	74.8% White	13.6% Hispanic	5.9% *
*2 or More Races							

Surrounding Schools Demographics Cont.

Capistrano Unified School District	# of Students 2013-2014	% Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
<i>High Schools</i>							
Aliso Niguel High School	3029	13.1%	6.8%	2.2%	59.4% White	16.4% Hispanic	12.2% Asian
California Preparatory Academy (Online High School)	144	6.3%	6.9%	0.0%	74.3% White	11.1% Hispanic	9.0% *
Capistrano Valley High School	2441	25.8%	7.0%	7.5%	56.4% White	28.9% Hispanic	6.4% Asian
Dana Hills High School	2734	22.4%	9.2%	5.0%	64.5% White	24.5% Hispanic	5.4% *
San Clemente High School	3067	22.1%	9.1%	5.7%	67.6% White	24% Hispanic	4.5% *
San Juan Hills High School	2236	28.1%	7.6%	7.2%	56.3% White	33.7% Hispanic	4.3% *
Tesoro High School	2345	6.5%	8.1%	1.1%	73% White	11.6% Hispanic	6.7% Asian

*2 or More Races

Appendix B

SBAC Results

APPENDIX B-SBAC RESULTS

SURROUNDING SCHOOLS PERFORMANCE DATA

CUSD	ELA/ Literacy % Standard Exceeded	ELA/ Literacy % Standard Met	ELA / Literacy % Standard Nearly Met	ELA/ Literacy % Standard Not Met	Math % Standard Exceeded	Math % Standard Met	Math % Standard Nearly Met	Math % Standard Not Met
Overall Performance	33%	36%	18%	14%	28%	28%	25%	19%
Grade 6	32%	39%	18%	11%	32%	25%	26%	17%
Grade 7	29%	43%	17%	11%	34%	27%	23%	16%
Grade 8	30%	45%	19%	7%	37%	23%	22%	18%
Grade 11	41%	34%	16%	10%	22%	28%	23%	27%
Male	28%	35%	20%	17%	30%	27%	23%	21%
Female	38%	36%	16%	10%	26%	29%	28%	18%
African-American	18%	35%	25%	22%	15%	23%	29%	33%
American Indian and Alaskan Native	31%	37%	19%	14%	30%	25%	25%	21%
Asian	56%	30%	10%	4%	56%	28%	11%	5%
Filipino	40%	39%	14%	7%	36%	31%	22%	11%
Hispanic	14%	30%	26%	29%	11%	19%	30%	39%
Pacific Islander	21%	42%	15%	21%	31%	13%	44%	13%
White	38%	38%	16%	8%	31%	31%	25%	13%
English Learner	2%	9%	25%	65%	2%	8%	25%	65%
Economically Disadvantaged	11%	28%	28%	34%	9%	18%	31%	43%



Appendix C

Articles of Incorporation/Bylaws/Corporate Docs



ARTICLES OF INCORPORATION
OF
GLOBAL BUSINESS ACADEMY

FILED
Secretary of State
State of California

OCT 12 2015

IPC

I.

The name of this corporation is Global Business Academy

II.

- A. This 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.
- B. The specific purpose of this corporation is to oversee, manage, operate, advise, guide, direct, promote, support, and hold charters or contracts for one or more public charter schools. Additionally, the corporation may engage in any activities that are reasonably related to or not in furtherance of its stated charitable and public purposes, or in any other charitable activities.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Catherine Sanchirico
32124 Paseo Adelanto, Suite 1
San Juan Capistrano, CA 92693

IV.

The initial street address of this corporation is

32124 Paseo Adelanto Suite 1
San Juan Capistrano, CA 92693

V.

- A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing of distribution of statements) on behalf of any candidate for public office.

VI.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for religious purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation on the date below:

Date: 10/7/15


By: Angela M. Hansen

BY-LAWS
OF
GLOBAL BUSINESS ACADEMY, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is: Global Business Academy, Inc.

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 shall be fixed and located at such place within the State of California as the Board of Trustees (herein called the "Board") shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Trustees 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 general purpose for which this Corporation is organized is to engage in any lawful act or activity for which a corporation may be organized under the Nonprofit Public Benefit Corporation Law of California. The specific purposes of this Corporation shall include, without limitation, the following objects and purposes:

- a. To serve students, youth and their families by establishing and operating charter schools and by implementing programs and activities for students grades 6-12, including, without limitation, after school, evening and summer programs and other programs and activities and

- b. To accept monetary and non-monetary contributions for the purpose of furthering the charitable activities listed above.

This corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States internal Revenue Law). Notwithstanding any other provision in these articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and 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 of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (b) a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

No substantial part of the activities of this corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not directly or indirectly participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of 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 by-laws. 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 as set forth in the Corporation's Charter. 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 trustee 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 nonprofit 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 CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Trustees 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 Trustees finds appropriate.

ARTICLE VII BOARD OF TRUSTEES

Section 1. **GENERAL POWERS** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or by-laws, 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 Trustees ("Board") 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 by-laws, but subject to the same limitations, the Board of Trustees shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these by-laws; fix their compensation; and require from them security for faithful service.
- b. 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; and designate a place in California for holding any meeting of members.
- c. 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.

- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED TRUSTEES AND TERMS. The authorized number of trustees shall be no more than eleven (11) and no less than three (3) until changed by amendment of these by-laws. The exact number of trustees shall be fixed, within these limits, by a resolution adopted by the Board. The initial Board of Trustees shall be five (5) and shall be comprised of founders and other uninterested parties as appointed by the Incorporator. Subsequent voting Board members may be nominated by any member of the Global Business Academy, Inc. Board and will be elected by a simple majority of current board members.

Elected Trustee Positions

The term of office of elected members of the Board of Trustees shall be two (2) years. There shall be no limitation upon the number of consecutive terms to which a trustee may be re-elected. Each trustee, including a trustee elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS TRUSTEES. The definition of an interested person and applicable restrictions for all transactions entered into by the Corporation is defined and established by the Conflict of Interest Policy for the Corporation, incorporated herein through Exhibit A.

Section 5. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death or resignation of any trustee; (b) the declaration by resolution of the Board of Trustees of a vacancy in the office of a trustee 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 Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of trustees; or (d) the failure of the members, at any meeting of members at which any trustee or trustees are to be elected, to elect the number of trustees required to be elected at such meeting.

Section 6. REMOVAL. Trustees may be removed without cause by a simple majority of trustees then in office.

Section 7. RESIGNATION OF TRUSTEES. Except as provided below, any trustee may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary, or the Board of Trustees. 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 trustee's resignation is effective at a later time, the Board of Trustees may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS. Except on notice to the California Attorney General, no trustee may resign if the Corporation would be left without a duly elected trustee.

Section 9. VACANCIES FILLED BY BOARD. If a vacancy is created by any event, a majority of the remaining trustees then in office may appoint a new trustee to serve until the next regularly noticed meeting of the Board of Trustees. Any trustee elected to fill a vacancy not resulting from an increase in the number of trustees shall have the same remaining term as that of his predecessor.

Section 10. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of trustees shall not result in any trustee's being removed before his or her term of office expires.

Section 11. PLACE OF BOARD OF TRUSTEES MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees 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 12. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Trustees meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members.
- b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation.

- c. The Board of Trustees has adopted and implemented a means of verifying both of the following:
 - 1. A person communicating by telephone, video screen, or other communications equipment is a trustee entitled to participate in the Board of Trustees meeting.
 - 2. All statements, questions, actions or votes were made by that trustee and not by another person not permitted to participate as a trustee.

- d. The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54953(b), et seq., as said chapter may be modified by subsequent legislation.
 - 1. The meeting notice must specifically identify all teleconference locations.
 - 2. An agenda must be posted at each teleconference location and list each teleconference location in the notice and agenda.
 - 3. Each teleconference meeting agenda must ensure the public's right to testify at each teleconference location in accordance with section 54954.3
 - 4. The meeting location must be fully accessible to members of the public, and be accessible to the disabled.
 - 5. At least a quorum of the members of the body must participate from locations that are within the boundaries over which the body exercises jurisdiction.
 - 6. All votes taken during a teleconference meeting must be conducted by roll call.

Section 13. ANNUAL AND REGULAR MEETINGS. The Board of Trustees may set a specified time and place for its regular meetings. Once the Board of Trustees sets the time for regular meetings, each trustee shall receive notice, as specified in Section 14 of this Article VII, of the time and place that regular meetings shall be held. Subsequent to such notice, regular meetings shall be held without call. If the Board of Trustees changes the time and place of regular meetings, each trustee shall receive notice of the change in keeping with Section 14 of this Article VII. If the Board of Trustees does not set a specified time and place for its regular meetings, meetings of the Board of Trustees shall be considered special meetings and have the notice requirements of

Section 14. The Board of Trustees shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business at such hour and on such day as may be specified in a notice given pursuant to the notice requirements set forth in Section 14 of this Article VII or in a waiver of notice thereof. The board may hold regular, special and emergency meetings. All meetings of the Board of Trustees 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 14. **AUTHORITY TO CALL SPECIAL MEETINGS.** Special and emergency meetings of the Board of Trustees for any purpose may be called at any time by the chairperson of the Board, or the President, or any vice president, or the Secretary, or any two trustees.

Section 15. **NOTICE OF SPECIAL OR EMERGENCY MEETINGS.** Notice of the time and place of special or emergency meetings shall be given to each trustee 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 trustee or to a person at the trustee's office who would reasonably be expected to communicate that notice promptly to the trustee; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the trustee's address or telephone number as shown on the Corporation's records.

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 Ralph M. Brown Act California Government Code Sections 54956, et seq., as said chapter may be modified by subsequent legislation.

- a. Notice for a special meeting must be posted at least 24 hours prior to the meeting in a location freely accessible to the public. The notice shall indicate that the meeting is being called as a special meeting, and shall state the time, place, and business to be transacted at the meeting. No other business shall be considered at the special meeting. Notice is required even if the meeting is conducted in closed session, and, even if no action is taken. The special meeting notice shall describe the public's rights to address the body on any item described in the notice before or during consideration of that item. (§ 54954.3(a).)
- b. When a majority of the trustees determine that an emergency situation exists, it may call an emergency meeting. (§ 54956.5.) An emergency situation is defined by the Brown Act as a crippling activity, work stoppage

or other activity which severely impairs public health, safety or both. (§ 54956.5(a)(1).) Absent a dire emergency, telephonic notice must be provided to all media outlets that have requested that they receive notice of any special meetings called pursuant to section 54956 at least one hour prior to the meeting. (§ 54956.5(b).)

- c. In the case of a dire emergency, notice need only be provided at or near the time that notice is provided to the trustees. (§ 54956.5(b).) A dire emergency is a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring notice one-hour before holding an emergency meeting may endanger the public health, safety, or both, as determined by a majority of the members of the legislative body. (§ 54956.5(a)(2).)
- d. In the event telephone services are not working, the notice requirements are waived, but a report must be given to media outlets as soon as possible after the meeting. At the conclusion of the meeting, the minutes of the meeting, a list of persons who the trustees notified or attempted to notify, a copy of the rollcall vote, and any actions taken at the meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible. (§ 54956.5(e).)

Section 16. QUORUM. A majority of the authorized number of trustees shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the trustees present at a duly held meeting at which a quorum is present 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 trustee has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common trusteeships, (c) creation of and appointments to committees of the Board, and (d) indemnification of trustees. A meeting at which a quorum is initially present must cease to continue to transact business and adjourn or meet as a committee upon the withdrawal of trustees such that the required quorum is lost.

Section 17. WAIVER OF NOTICE AND PROTEST TO LACK OF NOTICE. A trustee may waive failure to receive notice of the meeting by filing a written waiver prior to the meeting or by being present at the meeting, as established in Section 54956 of the Brown Act. Trustees can protest the lack of notice only by presenting a written protest to the Secretary of the Corporation either in person, by first-class mail addressed to the Secretary at the principal office of the Corporation as contained on the Corporation's records as of the date of the protest, or by facsimile addressed to the facsimile number of the Corporation as contained on the Corporation's records as of the date of the protest.

Section 18. ADJOURNMENT. A majority of the trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 19. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the Board may not be taken without a meeting in accordance with Section 11 through 18 of Article VII.

Section 20. FEES. COMPENSATION AND REIMBURSEMENT. Trustees and members of committees may not receive compensation for their services as trustees or officers. Trustees and members of committees may receive reimbursement of actual and reasonable expenses, as the Board of Trustees may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the trustees then in office, may create one or more committees, each consisting of two (2) or more trustees, to serve at the pleasure of the Board. Committees may be structured so that they report to the Executive Director. Appointments to committees of the Board of Trustees shall be by majority vote of the authorized number of trustees. The Board of Trustees may appoint one or more trustees 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 Trustees resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Trustees or any committee of the Board;
- c. Fix compensation of the trustees for serving on the Board of Trustees or on any committee;
- d. Amend or repeal by-laws or adopt new by-laws;
- e. Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Trustees or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for trustee if more people have been nominated for trustee than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its trustees has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these by-laws concerning meetings, other Board of Trustees 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 Trustees 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 Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these by-laws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 23. REVOCATION OF DELEGATED AUTHORITY. The Board of Trustees may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the Board.

Section 24. NON-LIABILITY OF TRUSTEES. No Trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. REQUIRED OFFICERS. The officers of this corporation shall be a president, treasurer, and a secretary, each of whom shall be chosen by and hold office at the pleasure of the Board.

Section 2. PERMITTED OFFICERS. The Corporation, at the Board's direction, may also have an executive director, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President of the Board.

Section 4. ELECTION OF OFFICERS. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these by-laws. Vacancies of officers caused by death, resignation, removal or increase in the number of offices may be filled by the Board at a regular or special meeting.

Section 5. APPOINTMENT OF SUBORDINATE OFFICERS. The Board of Trustees may appoint and authorize the President of the Board, 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 by-laws or established by the Board.

Section 6. REMOVAL OF OFFICERS. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, the Board of Trustees, at any regular or special meeting of the Board, or at the annual meeting of the Corporation. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

Section 7. 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 8. 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 by-laws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 9. RESPONSIBILITIES OF OFFICERS.

- a. **PRESIDENT.** The President shall serve as the Chairman of the Board and shall preside at all meetings of the Board and of the Executive Committee, if any, and shall exercise and perform such other powers and duties as the Board may assign from time to time. The President shall serve a two-year term.
- b. **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 Trustees or the by-laws may require. The Vice-President shall serve a two-year term.
- c. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Trustees 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; and the names of persons present at Board of Trustees and committee meetings. The Secretary shall serve a two-year term.
 1. 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.
 2. The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Trustees that these by-laws 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 Trustees or by-laws may require.
- d. **TREASURER.** The Treasurer 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 Treasurer shall send or cause to be given to the members and trustees 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 trustee at all reasonable times.

1. The Treasurer 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 Trustees may designate; (ii) disburse the Corporation's funds as the Board of Trustees may order; (iii) render to the president, and the Board, when requested, an account of all transactions as treasurer 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 by-laws may require.
2. If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees 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 Treasurer on his or her death, resignation, retirement, or removal from office.

Section 10. COMPENSATION OF OFFICERS. The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a trustee of the Corporation. In all cases, any salaries received by officers of the Corporation shall be reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the public benefit purposes of the Corporation.

ARTICLE IX STAFF

Section 1. EMPLOYMENT. Management, professional, clerical and maintenance staff are employed in accordance with the provision of these by-laws and in accordance with the personnel policies established by the Board.

Section 2. EXECUTIVE DIRECTOR. The Executive Director is responsible for the execution and administration of policies and programs approved by the Board. He/she attends and may participate in all meetings of the Board, except when matters of his/her own employment are under consideration. The Executive Director may attend and participate in all meetings of standing and special committees. The Executive Director acts as the agent of the Board in the employment and release of staff, according to the policies and procedures established by the Board. As head of staff, the Executive Director is responsible for the supervision and direction of the staff and for the implementation of approved personnel policies.

Section 3. LIMITATION OF FUNCTION. Any currently employed staff member is not eligible for membership on the Board, for election to any office, or for appointment to the voting membership of any committee established by the Board.

ARTICLE X TRANSACTIONS BETWEEN CORPORATION AND TRUSTEES OR OFFICERS

Section 1. CONTRACTS WITH TRUSTEES AND OFFICERS. The limitations upon the Corporation for any contract or transaction with trustees or officers of the Corporation is defined and established by the Conflict of Interest Policy for the Corporation, incorporated herein through Exhibit A.

Section 2. MATERIAL FINANCIAL INTEREST. The conditions under which a trustee or officer of this Corporation shall not be deemed to have a "material financial interest" in a contract or transaction is defined and established by the Conflict of Interest Policy for the Corporation, incorporated herein through Exhibit A.

Section 3. LOANS TO TRUSTEES AND OFFICERS. The Corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General of the State of California; provided, however, the Corporation may advance money to a trustee or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of duties of such trustee or officer, provided that in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the Corporation.

Section 4. INTERLOCKING TRUSTEESHIPS. A contract or other transaction between the Corporation and any California nonprofit public benefit corporation of which one or more trustees are trustees shall be regulated by the Conflict of Interest Policy for the Corporation, presented in Exhibit A, which also defines the restrictions for interested persons.

Section 5. DUTY OF LOYALTY, CONSTRUCTION WITH ARTICLE X. Nothing in this Article shall be construed to derogate in any way from the absolute duty of loyalty that every trustee and officer owes to the Corporation. Furthermore, nothing in this Article shall be construed to override or amend the provisions of Article X. All conflicts between the two articles shall be resolved in favor of Article X.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its trustees, 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 by-law, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

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, trustees, employees, and other agents, to cover any liability asserted against or incurred by any officer, trustee, employee, or agent in such capacity or arising from the officer's, trustee'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 members, the Board, and committees of the Board; and c. Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

~~Section 1. 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 by-laws, as amended to the current date, which shall be open to inspection by the members 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 member, furnish to that member a copy of the articles of incorporation and by-laws, as amended to the current date.

Section 2. TRUSTEES' RIGHT TO INSPECT. Every trustee 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 trustee'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.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Trustees shall cause an annual report to be sent to the Board of Trustees annually. That report shall contain the following information, in reasonable detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the preceding fiscal year;
- b. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes, for the preceding fiscal year;
- d. The Corporation's expenses or disbursement for both general and restricted purposes during the preceding fiscal year;

- e. Any information required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by 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.

ARTICLE XVI AMENDMENT OF BY-LAWS

The Board of Trustees may adopt, amend, or repeal by-laws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these by-laws will require a majority vote of the authorized number of trustees.

ARTICLE XVII OTHER PROVISIONS

Section 1. CONTRACTS. The Board of Trustees may authorize any officers or agents of Global Business Academy, Inc., in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of Global Business Academy, Inc., in accordance with Board policy. Such authority may be general or confined to specific instances.

Section 2. CHECKS AND DRAFTS. All checks, drafts or orders for the payment of money or other evidences of indebtedness issued in the name of Global Business Academy, Inc. shall be approved and signed by such officers and in such manner as shall be determined by resolution of the Board of Trustees. Authorized check signers will include the Board President, Vice President, Treasurer and Secretary. Staff authorized to sign checks will include the Executive Director.

Section 3. DEPOSITS AND FUNDS. All funds of Global Business Academy, Inc. shall be timely deposited to the credit of Global Business Academy, Inc. in such banks, trust companies, or other depositories as the Board may authorize.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Global Business Academy, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 18 pages, are the by-laws of this corporation as adopted by the Board of Trustees on _____; and that these by-laws have not been amended or modified since that date.

Executed on _____ at San Juan Capistrano, California.

_____**Angela Hansen, Secretary**



Appendix D

Resumes of Lead Petitioner and
Board of Directors Members

Ryan J. Cummins
3326 Paisley St., Chino Hills, CA 91709
(909) 973-7667
Ryan.J.Cummins@gmail.com

Education

M.A., Communications, California State University, Fullerton, 2009
M.A., Educational Leadership, Point Loma Nazarene University, 2008
B.A., Journalism, Humboldt State University, 1999

Credentials

Clear Administrative Services Credential (*expires 11/1/2020*)
Level II Education Specialist Instruction Credential (*expires 11/1/2020*)
Crosscultural, Language and Academic Development Certificate (CLAD)

Special Skills

Office365, Microsoft Word, Excel, Outlook and PowerPoint
Google Education Applications and utilities
Aeries/Aeries.net: student database system
Illuminate: student data information program

Professional Experience

- Principal, Lyle Briggs K-8 School, CA** **2013-present**
Chino Valley USD
- Utilize Illuminate and Aeries to lead staff in analysis of data to identify areas of academic improvement and to guide instruction.
 - Implement professional development plan with instructional staff to support transition to Common Core State Standards.
 - Coordinate all site Smarter Balanced and Interim Assessment Blocks (IABs) scheduling and administration.
 - Oversee and allocate site budget expenditures.
 - Develop and maintain school-wide discipline procedures and protocols.
 - Create site junior high master schedule and determine elementary teaching assignments.
 - Conduct certificated, classified, and assistant principal staff member evaluations.
 - Maintain communication with staff, students, parents, and community members regarding school events.
 - Facilitate and participate in meetings for School Site Council, Parent Faculty Association, and English Learners Advisory Committee.
- Assistant Principal, Chino Hills High School, Chino Hills, CA** **2012-2013**
Chino Valley USD
- Directed the planning and implementation of the site Master Schedule.
 - Oversaw multiple site career pathway academies and Smaller Learning Communities (SLC) and collaborate with Project Lead the Way (PLTW) and National Academy Foundation (NAF) in support of career pathway programs.
 - Responsible for site facilities, plant management, and custodial staff.
 - Coordinated alternative education placement for general and special education students.
 - Conducted certificated and classified staff member evaluations.
 - Coordinated the CAHSEE, CAHSEE budget, and intervention programs.

Assistant Principal, Don Antonio Lugo High School, Chino, CA 2010-2012
Chino Valley USD

- Oversaw the Special Education department including RSP, SDC, Moderate/Severe, and Adult Transition programs.
- Facilitated all Alternative Education referrals and placements.
- Served as administrator for 504s, SSTs, parent conferences, IEPs, and manifestation determination meetings.
- Responsible for site athletic programs and related booster organizations.
- Oversaw Project Lead the Way (PLTW) Engineering Academy and work in partnership with San Bernardino County representatives to implement the program.
- Handled student discipline matters and SART/SARB referrals.
- Site CAHSEE coordinator.
- Processed student expulsions and serve on district expulsion hearing panels.

Assistant Principal, Canyon Hills JH School, Chino Hills, CA 2009-2010
Chino Valley USD

- Site ELD coordinator.
- Administered California State 7th grade writing assessment.
- Coordinated articulation with elementary feeder schools.
- Responsible for facilitating all grade-level IEP, Student Study Team, and 504 meetings.
- Collaborated with teachers and staff to develop program intervention/enrichment schedule.
- Conducted assessments to determine student math class placement.
- Facilitated staff trainings during common planning time.

Dean of Students, Don Antonio Lugo High School, Chino, CA 2008-2009
Chino Valley USD

- Coordinated the site Special Education program.
- Planned and implemented the freshman transition curriculum and support programs.
- Served as liaison to the district special education office regarding the implementation of services and curriculum.
- Participated in weekly construction meetings for site stadium construction project.
- Provided support for all site athletic programs and associated booster organizations.
- Supervised athletic events and attended booster meetings.
- Coordinated and facilitated all site IEP, SST, and 504 meetings.

Resource Specialist/Teacher, Chino High School, Chino, CA 2002-2008
Chino Valley USD

- Delivered differentiated instruction to learning disabled students in all academic areas.
- Co-authored 2008 WASC accreditation report for Chino High School and served on administrative committee.
- Coordinated STAR testing and staff professional development regarding assessment.
- Created and implemented IEPs and coordinated IEP meetings for students assigned to my caseload.
- Developed and supervised computer-based credit recovery and reading intervention programs for students with disabilities and English Learners.
- Nominated special education department chair for two years.

- Appointed as administrative designee to oversee IEPs and administer various duties throughout the campus such as student discipline, staff meetings, and supervision.
- Varsity Head Coach for boys and girls Cross Country and Track & Field programs.

Related Experiences

- Adjunct Professor, Azusa Pacific University, Azusa, CA** 2009-present
School of Education, Educational Leadership
- Primary Course Developer, Azusa Pacific University, Azusa, CA** 2014-present
School of Education, Educational Leadership
- Member, Chino Valley USD Fringe Benefits Committee** 2014-present
- Advisory Board Member, Pacific Oaks College, Pasadena, CA** 2014-present
School of Education
- Member, Board of Directors, Chino Hills Pony Baseball** 2014-present
- First Vice President, Board of Directors, Chino Valley Historical Society**
2015-present
- Summer School Principal, Chino Valley USD** 2008-2015
CVUSD Summer School Principal which included traditional comprehensive classes as well as a virtual courses and special education classes facilitated through the Alternative Education Department

Professional Affiliations

- Association of California School Administrators, 2015-present**
- Kappa Tau Alpha, Journalism & Mass Communication Honor Society 2009-present**

References

- Dr. Jacqueline Perez, Associate Superintendent of Teaching and Learning,
Twin Rivers Unified School District (626) 200-9432
- Dr. Preston Carr, Director of Alternative Education, CVUSD (909) 217-0931
- Don Jones, Director of Secondary Curriculum, CVUSD (951) 212-1267

Board of Directors

Robert W. Loewen



An attorney licensed in California since 1975, Mr. Loewen recently retired after practicing 36 years as a partner at Gibson, Dunn & Crutcher, a prominent international law firm, in its 85-lawyer Irvine, California office. There he specialized in business litigation with an emphasis on environmental and appellate cases. Robert Loewen is chairman of the Lincoln Club of Orange County, where he has been a member for over 20 years. He served as President of the Lincoln Club from 2009 to 2013.

Loewen received his bachelor of arts degree from Pomona College in 1970. Following college, Mr. Loewen served in the United States Army, including a tour in the Republic of Vietnam. He was honorably discharged in 1972 as a First Lieutenant.

In 1975, Mr. Loewen graduated first in his class from the University of Southern California School of Law, where he served as Executive Editor of Lead Articles for the Southern California Law Review and was a member of the Order of the Coif. Following law school, Mr. Loewen served as a law clerk to Justice Byron R. White at the United States Supreme Court and for Judge Walter Ely at the United States Court of Appeals for the Ninth Circuit.

Loewen has served on the Board of Directors of the Juvenile Diabetes Research Foundation of Orange County since 2007, the Board and Executive Committee of the Lincoln Club of Orange County for more than ten years, and the Board of Advisors of The Claremont Institute Center for Constitutional Jurisprudence. Married to Jacinta Loewen in 1972, the couple has three grown children. They have lived in Laguna Beach, California for over thirty years.

R. CLAIRE FRIEND, M. D.

PERSONAL

Office address: 2480 Park Newport
Newport Beach, California 92660
Office telephone: (949) 270-6723
Mobile telephone: (949) 690-7421
E-mail address: 1friendly1@msn.com

EDUCATIONAL BACKGROUND

1960-1964 Barnard College, AB cum laude
1965 Extern, Neurosurgery, Tel Hashomer Hospital
1966 Extern, Cardiology, Tel Hashomer Hospital
1967 Extern, Neurology, Columbia College of Physicians and Surgeons
1967 Extern, Neurology, Albert Einstein College of Medicine
1968 Extern, Neurology, Jackson Memorial Hospital
1964-1968 University of Miami School of Medicine, MD

POSTGRADUATE BACKGROUND

1968-1969 Intern, UCLA-Harbor General Hospital, Los Angeles
1969-1972 Resident, Psychiatry, Cedars-Sinai Medical Center, Los Angeles
1972-1973 Fellow, Child Psychiatry, Cedars-Sinai Medical Center, Los Angeles

PROFESSIONAL EXPERIENCE

1973-1978 Staff Physician, Southern California Permanente Medical Group
1978- Private practice, Adult and Child Psychiatry
1991-2001 Consultant, Los Angeles County, Department of Mental Health
2005-2006 Choctaw National Health Care Center, Tahihina, Oklahoma
12/2006-9/2007 Pacific Clinic, Pasadena
1/2009-4/2009 Star View Clinics, Compton
7/2011-9/2011 Imperial County Behavioral Health Department, El Centro
2003-2010 National speaker, Pfizer, Forest

MEDICAL LICENSURE

State of California G16596

DEA CERTIFICATION

BF 9488215

NATIONAL PROVIDER IDENTIFICATION

NPI 1932215696

BOARD CERTIFICATION

American Board of Psychiatry and Neurology 18733

ACADEMIC APPOINTMENTS

Assistant Clinical Professor, Psychiatry and Human Behavior, UCI

Assistant Clinical Professor, Child Psychiatry, UCLA-HGHMC
Guest lecturer, Early Childhood Development, El Camino College

HONORARY ACTIVITIES

Chairman, Department of Psychiatry, Little Company of Mary Hospital, 1982-1983

EDITORIAL APPOINTMENTS

Editorial Board, California Public Policy Center, 2012-current
Editor, UCI Quarterly Journal of Psychiatry, 2012-current
Editor, South Bay Psychiatric Society Newsbulletin, 1980-1983
Editor, Southern California Psychiatry Newsletter, 1983-1984

PROFESSIONAL ORGANIZATIONS

American Psychiatric Association
American Psychosomatic Society
Skyline Medical Association

CIVIC ORGANIZATIONS

Past President, Soroptimist International, Del Amo-Torrance Chapter
Lincoln Club of Orange County
Advisory Board, For Families of Active Duty Military
Volunteer, Veterans First
Volunteer, Hoag Hospital Auxiliary

HOWARD J. KLEIN
18200 Von Karman Ave., Suite 725
Irvine, CA 92612
Telephone 949-390-2730
Email: hjklein@koslaw.com

Howard Klein is a founding partner and an intellectual property lawyer in the law firm of Klein, O'Neill, & Singh, LLP, in Irvine, CA. He earned his BS in physics from M.I.T. in 1972, and he obtained his law degree from Duke University in 1975. Mr. Klein is licensed to practice law in California (1977) and New York (1976), and he has been registered to practice before the U.S. Patent & Trademark Office since 1977.

Mr. Klein has been practicing intellectual property law in Orange County, CA since 1977. In 2002, he co-founded the firm of Klein, O'Neill & Singh, LLP, serving clients throughout the United States, as well as Europe, Taiwan, and Australia. These clients include individual inventors, start-up companies, and corporations of all sizes, including Fortune 500® companies.

In more than thirty-seven years of practice in Intellectual Property Law, Mr. Klein has written and prosecuted patent applications in a wide variety of mechanical and electrical technologies, including optical sensors, instrumentation and control systems, microwave and systems, medical devices, pneumatic and hydraulic systems, electronic components and circuits, food and beverage processing and packaging, and petroleum exploration and production.

Mr. Klein has represented clients in IP licensing matters, in negotiating the resolution of IP disputes, and in rendering opinions on patentability, patent infringement, and patent validity. He has actively participated in litigation, both as trial counsel and as a patent expert. He also has extensive experience in the acquisition, management, and enforcement of trademark rights, including *inter partes* proceedings in the US Patent & Trademark Office.

Mr. Klein served as an adjunct professor at the Chapman University School of Law in 2012, and at St. Francis Law School (Baker College) in 2014. He has also given presentations to professional and student groups on various IP topics, both as an individual presenter and as a panel member.

Mr. Klein is a member of the American Intellectual Property Law Association, Intellectual Property Owners, the Licensing Executives Society, the Orange County Bar Association, the Federal Bar Association (Orange County Chapter), the Federal Circuit Bar Association, and the Orange County Patent Law Association (President 1988). Mr. Klein serves on the Board of Directors of the Orange County Lawyers Chapter of the Federalist Society, and he co-chairs the Patent Subcommittee of the Federalist Society Intellectual Property Practice Group. He has been recognized for his service on the Client Relations Committee and the Professionalism and Ethics Committee of the Orange County Bar Association.

In July, 2003, Mr. Klein was appointed by the US Secretary of Commerce to a three-year term on the Patent Public Advisory Committee of the US Patent & Trademark Office.

Mr. Klein's activities in the community have included service as Chairman of the Irvine Public Safety Commission and Chairman of the Irvine Transportation Commission. He has served on the Board of Directors of the Irvine Chamber of Commerce (2011-Present), and on the Board of Governors of the Irvine Valley College Foundation (Chairman 2006-2007). He has also served on the Irvine Human Rights Committee, the Irvine Committee on Election Reform, and the Irvine General Plan Review Committee.

Mr. Klein lives in Irvine, CA with his wife Janet. They have two grown daughters, Jenessa Dieterle and Hillary Klein.

Heidi Landgraf
Newport Beach, CA92660
310-498-8904
noellcheidi24@yahoo.com

"...exceptionally energetic and enthusiastic teacher...projects a charisma that captures the imagination of students...demonstrated excellent classroom management skills..."

Ed Barker.
Former Administrator

"..always there to motivate students..I observed Heidi create a dynamic classroom where students were respected and allowed to be creative..deeply involved in collaborating with her colleagues..I recommend her with the highest regard..."

Mauricio Escobar
5th Grade Teacher
Los Angeles Unified School District

"...Her enthusiasm is contagious and her laughter heart-warming. She has a love for children that knows no boundaries. Most importantly she is honest, trustworthy, and flexible. She

Professional Profile

Eager to bring elementary students into the twenty-first century using a unique combination of extensive education experiences.

Masters Degree in Educational technology and Bachelors in Elementary Education

- Experienced in use of the Internet and educational software.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Education and Certifications

MA. Educational Technology
City University, Bellevue WA

BA, Elementary Education K-8
Central Washington University

Certifications

Multiple Subjects Elementary Education K-8. 1999

Key Qualifications

Certified in Elementary (K-8) and Educational Technology

Plan and instruct each subject area using wide variety of teaching aids, motivational and implementation strategies to engage students in active learning.

Incorporate learning modality principles into classroom and individual instruction. Develop and conduct inter-grade activities. Utilize Accelerated Reader and Accelerated Math.

Strengths:

Enthusiastic, organized, flexible, creative, responsible, hard-working, experienced, effective, efficient, well-rounded, 21st Century Educator

Additional Expertise:

Drama/Theatre, Fine Arts, Technology, Sports/Fitness, Technical Editor (i.e. school newspaper), STEM, Entrepreneurial Leadership and Collaborative Exchange.

*can work with any grade level
regardless of responsibility and she is
always willing to do everything she can
to create a safe and enriching
environment.."*

Dorie Meek,

*Director of Child Development Services
Santa Monica Malibu School District*

*"I will provide engaging experiences
for children that inspire a love for
learning and encourage them to reach
their full potential!"*

Heidi Landgraf

Employment

- **Assistant Teacher (Spring 2014-Present)** Claire Ratfield, National Board Certified Teacher, Lincoln Elementary Newport Mesa Unified School District, Newport Beach, California
- **Tutor (Summer 2014-Present)** Jane Saeman, Director Aim High Tutors Dana Point, California
- **English Language Learner Teacher, Grades 6-8 (Fall 2013-Spring 2014)** Matthew Calabria, Assistant Director Fairmont Private Schools Anaheim, California
- **Summer Camp Director (Summer 2013)** Self-Owned and Operated Awesome Summer Adventure Camp Aliso Viejo, California
- **Private Tutor (Spring 2013)** Self Employed Orange County, California
- **Tutor/Nanny (Spring 2012-Winter 2012)** Fletcher Jones, Private Household Newport Beach, California
- **Tutor/Head Nanny/Household Manager (Fall 2011- Spring 2012)** Sharon Stone, Private Household Beverly Hills, CA
- **Substitute Teacher, Grade K-12 (Spring 2010- Fall 2011)** All Subjects Preschool-12, Santa Monica-Malibu Unified School District Santa Monica and Malibu, California
- **Summer Camp Director (Summer 2010 & Summer 2011)** Self-Owned and Operated Heidi's Awesome Summer Adventure Santa Monica, CA
- **Crest Teacher, Grade K-2 (Fall 2008- Spring 2011)** Dorie Meek, Director Roosevelt Elementary/Will Rogers Elementary Santa Monica-Malibu Unified School District CA
- **Tutor (Fall 2007-Spring 2009)** Academic Advantage Los Angeles, CA
- **Teacher, Pre-School (Fall 2007-Spring 2008)** Glenda Dunn, Director John Adams School Santa Monica-Malibu Unified School District Santa Monica, CA
- **Teacher, Grade 5 (Fall 2006-Spring 2007)** Zela Davis Elementary Hawthorne School District Hawthorne, CA
- **Teacher, Grade 3 (Fall 2005-Spring 2006)** Kornblum Elementary Hawthorne School District Hawthorne, CA
- **Teacher, Grade 5 (Fall 2000- Spring 2005)** Ed Barker, Principal Ascot Avenue Elementary Los Angeles Unified School

Appendix E

Community Outreach Plan

Appendix E

Global Business Academy Charter School Community Outreach Plan

OBJECTIVE

The Global Business Academy Charter School (GBA) is committed to maintaining a racially and economically diverse student population reflective of the Capistrano Unified School District. GBA will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Capistrano residents are given an equal opportunity to enroll their children at the school.

PLAN

The recruitment program will include, but not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, advertisements and media press kits in English as well as Spanish
- Visits to local elementary and middle schools, family resource centers, homeless shelters, community centers, religious organizations, Chambers of Commerce and community organizations to publicize the school;
- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families;
- Distribution of promotional material to local businesses, libraries, homeless shelters, and Family Resource Centers;
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program;
- Open house and school tour visits on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum;

GBA will document its outreach efforts and results and utilize this information to refine its outreach efforts to achieve racial, socio-economic and ethnic balance of its student population.

TIMELINE

Outreach Element	When	Notes
Development of Promotional materials	Completed by February 29, 2016	Global Business Academy Marketing Committee
Site visits with outreach materials to elementary & middle schools	Immediately following charter approval.	*See Appendix A.
Site visits with outreach materials to religious organizations	Immediately following charter approval.	*See Appendix B.
Participation in local events: Family Assistance Ministries (Gilchrist) Distribution of USDA food services and other items	2 nd Saturday of every month 1030 Calle Negocio, San Clemente, CA 92673 9:00am-11:00Am in the FAM parking lot	(949) 492-8477
Participation in local events: Casa de Kathy	M,T,W, TH: 10 am- 6 pm Friday & Saturday: 10 am- 6 pm 31901 Camino Capistrano, San Juan Capistrano	info@kathyshousesjc.org (949) 248-8300
Participation in local events: Laguna Niguel Library	1 st & 3 rd Sunday of each month 2pm	Laguna Niguel Library 30341 Crown Valley Pkwy Laguna Niguel, CA 92677 ocpl.lagunaniguel@occr.ocgov.com (949) 249-5252
Participation in local events: Wednesday evenings in downtown San Juan Capistrano	Wednesdays-Fall & Winter. Yorba Street & Camino Capistrano in downtown SJF 3 PM – 6PM	San Juan Capistrano Chamber of Commerce P.O. Box 1878, San Juan Capistrano, CA 92693 (949) 493-4700
Participation in local events: San Juan Capistrano Library – First Fridays film	First Friday of the month from 7-9pm La Sala Auditorium	31495 El Camino Real, San Juan Capistrano, CA 92675 (949) 493-1752

Participation in local events: Hoo's Gow Day – Streets of San Juan Capistrano	Friday March 11, 2016 9am- 3pm The Streets of San Juan Capistrano, CA	Contact: Fiesta Association Phone: (949) 493-1976
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TIMELINE

Outreach Element	When	Notes
Participation in local events: Laguna Beach Music Festival	Wednesday February 10, 2016 5:30pm 891 Laguna Canyon Rd, Laguna Beach, CA	PO Box 9336 Laguna Beach CA 92652 (949)715-9713
Participation in local events: The Kids Pet Parade	Saturday, February 20, 2016 (rain date 2/27) 10:00 A.M. to 1:00 P.M. Los Rios Park 31747 Los Rios Street San Juan Capistrano, CA	(949) 493-1976
Participation in local events: Taste of San Juan Capistrano	Thursday, February 11, 2016 6:00 P.M. to 9:00 P.M San Juan Hills Golf Course San Juan Capistrano	(949)493-1976
Participation in local events: Swallows Day & Mercado	Saturday March 12, 2016 8am-5pm Historic Downtown San Juan Capistrano, San Juan Capistrano, CA 92675	Contact: Fiesta Association Phone: (949) 493-1976
GBA Informational Meetings	Post Charter Approval – 10 events Spring 2016	

MEDIA & COMMUNICATIONS

GBA will work with these media outlets to publicize the school including local area newspapers in Capo District, periodicals and the following below:

Organization	Type	Contact
Orange County Register	Newspaper	Mark Evans, 949-492-3943 markevans@ocregister.com
The Capistrano Dispatch	Internet	Allison Jarrell City Editor, San Juan Capistrano 949.388.7700 ext. 108 ajarrell@thecapistranodispatch.com

The GBA Steering Committee will work with the list owners of the following internet newsgroups including but not limited the following to post information about GBA:

Organization	Type	Notes
Aliso Viejo Moms, CA	Facebook Group	
Mission San Juan Capistrano	Facebook Group	
Coto Moms Club, CA	Cotomoms.club express.com	

**Outreach Plan
Capistrano Elementary & Middle Schools**

<p>HAROLD AMBUEHL Grades: K-5 Address: 28001 San Juan Creek Rd., San Juan Capistrano 92675 Phone: (949) 661-0400</p>	<p>CAPISTRANO HOME SCHOOL & CAPISTRANO VIRTUAL SCHOOL Grades: K-8 Address: 32972 Calle Perfecto, San Juan Capistrano 92675 Phone: (949) 234-9374</p>
<p>DEL OBISPO Grades: K-5 Address: 25591 Camino del Avion, San Juan Capistrano 92675 Phone: (949) 234-5905</p>	<p>KINOSHITA Grades: K-5 Address: 2 Via Positiva, San Juan Capistrano 92675 Phone: (949) 489-2131</p>
<p>SAN JUAN ELEMENTARY SCHOOL Grades: K-5 Address: 31642 El Camino Real, San Juan Capistrano 92675 Phone: (949) 493-4533</p>	<p>MARCO FORSTER Grades: 6-8 Address: 25601 Camino del Avion, San Juan Capistrano 92675 Phone: (949) 234-5907</p>
<p>DON JUAN AVILA Grades: K-5 Address: 26278 Wood Canyon, Aliso Viejo 92656 Phone: (949) 349-9452</p>	<p>LAS PALMAS Grades: K-5 Address: 1101 Calle Puente, San Clemente 92672 Phone: (949) 234-5333</p>
<p>JOHN S. MALCOM Grades: K-5 Address: 32261 Charles Avenue, Laguna Niguel 92677 Phone: (949) 248-0542</p>	<p>MOULTON Principal: Jackie Campbell Grades: K-5 Address: 29851 Highlands, Laguna Niguel 92677 Phone: (949) 234-5980</p>
<p>OAK GROVE Grades: K-5 Address: 22705 Sanborn, Aliso Viejo 92656 Phone: (949) 360-9001</p>	<p>VIEJO Grades: K-5 Address: 26782 Via Grande, Mission Viejo 92691 Phone: (949) 582-2424</p>
<p>LAS FLORES Grades: 6-8 Address: 25862 Antonio Pkwy., Rancho Santa Margarita 92688 Phone: (949) 589-6543</p>	<p>NEWHART Grades: 6-8 Address: 25001 Veterans Way, Mission Viejo 92692 Phone: (949) 855-0162</p>

**Outreach Plan
Capistrano Religious Organizations**

Mountain View Church:	http://mvclife.com/
Mission Basilica San Juan Capistrano	http://www.missionparish.org/
Calvary Chapel	http://www.calvarysjc.com/
Mariners Church	http://www.marinerschurch.org/ocean-hills/
Serra Chapel	http://www.missionsjc.com/tours/serra-chapel/
Reign Christian Fellowship	http://www.reignchristianfellowship.org/
Capistrano Community Church	http://capistranocc.org/
Tera Nova Church	http://www.ourterranova.com/
Corpus Christi	http://www.avcatholics.org/

Outreach Plan

Parent-Child Learning Experiences

Sample template for a flyer:

Secure you child's future with Capistrano District's first 6-12 Charter School – **Global Business Academy.**

1. **UCI Center for Educational Partnership,**
2. **Gifted Students Academy, University of California, Irvine, and**
3. **Blackstone Launch Pad – ANTREPRENEURAL CENTER, UC Irvine**

Overview: Team up with other Capistrano parents and children to learn rigorous academic content, engaging entrepreneurial and collaborative learning opportunities through the use of real life skills for students grade 6-12.

Dates: March 11, 2016

Times: 9:00am-3:00pm

Event/Locations: Hoo's Gow Day, Streets of San Juan Capistrano

Dates: March 12, 2016

Times: 9:00am-3:00pm

Event/Locations: Swallows Day and Mercado, Downtown San Juan Capistrano

Experiences that will be part of the learning process:

- Mandarin
- Develop entrepreneurial curriculum based on Nat'l Center Standards for Entrepreneurial Ed.
- GBA will use Flipped Classroom Model- Evening homework time will be used to prepare for collaborating with other students during class time the next day. Class time will consist of meaningful collaborations through Project- Based Learning and Service- Base Learning.

Appendix F

Budget

**Global Business Academy
Capistrano Unified School District
2016-17 Budget + 5 Year Plan**

**Global Business Academy
Capistrano Unified School District
5 Year Budget**

	<u>2016-17 Budget</u>	<u>2017-18 Budget</u>	<u>2018-19 Budget</u>	<u>2019-20 Budget</u>	<u>2020-21 Budget</u>
<i>ADA</i>	<i>387.60</i>	<i>549.10</i>	<i>710.60</i>	<i>872.10</i>	<i>1,033.60</i>
Revenues:					
LCFF Revenue	2,837,638	4,222,499	5,633,782	7,056,942	8,572,877
Federal Revenue	325,000	250,000	-	-	-
State Revenue	5,426	163,955	134,110	167,056	200,002
Local Revenue	-	-	-	-	-
Total Revenue	3,168,064	4,636,454	5,767,892	7,223,997	8,772,879
Expenditures:					
Certificated Compensation	913,068	1,306,500	1,770,390	2,211,774	2,675,758
Classified Compensation	254,985	360,796	416,390	457,084	496,097
Employee Benefits and Taxes	265,887	376,953	503,056	622,327	749,261
Materials & Supplies	575,540	527,223	626,112	1,040,786	811,560
Outside Services	735,410	1,108,185	1,503,435	1,691,783	1,880,601
Other Outgo	28,376	46,225	59,338	72,569	86,729
Depreciation Expense	-	-	-	-	-
Total Expenditures	2,773,267	3,725,883	4,878,720	6,096,324	6,700,006
Net Result	394,797	910,572	889,172	1,127,673	2,072,872
Operating Results Reserve					
Fund Balance					
Beginning Fund Balance	-	394,797	1,305,369	2,194,541	3,322,214
Current Year Results	394,797	910,572	889,172	1,127,673	2,072,872
Ending Fund Balance	394,797	1,305,369	2,194,541	3,322,214	5,395,086

**Global Business Academy
Capistrano Unified School District
5 Year Budget**

		<u>Start Up Costs</u>	<u>2016-17 Budget</u>	<u>2017-18 Budget</u>	<u>2018-19 Budget</u>	<u>2019-20 Budget</u>	<u>2020-21 Budget</u>
	ADA		387.60	549.10	710.60	872.10	1,033.60
REVENUE							
LCFF Revenue							
LCFF	8011	-	747,698	1,371,572	1,944,347	2,528,998	3,206,426
EPA	8012	-	77,520	-	-	-	-
In-Lieu Property Tax (Rolled up Into LCFF)	8096	-	2,012,419	2,850,927	3,689,435	4,527,943	5,366,451
Total LCFF Revenue		-	2,837,638	4,222,499	5,633,782	7,056,942	8,572,877
	<i>Per Student Rev</i>		<i>7,321</i>	<i>7,690</i>	<i>7,928</i>	<i>8,092</i>	<i>8,294</i>
Federal Revenue							
Special Education IDEA	8181	-	-	-	-	-	-
PCSGP Implementation Grant	8290	-	325,000	250,000	-	-	-
Other Federal Revenue	8290	-	-	-	-	-	-
Total Federal Revenue		-	325,000	250,000	-	-	-
State Revenue							
Special Education AB602	8311	-	-	-	-	-	-
State Lottery	8520	-	-	119,898	90,957	111,629	132,301
State Lottery Prop 20	8520	-	-	31,848	24,160	29,651	35,142
Other State Revenue	8590	-	5,426	12,209	18,992	25,775	32,558
Total State Revenue		-	5,426	163,955	134,110	167,056	200,002
Local Revenue							
Grants and Donations	8641	-	-	-	-	-	-
Other Local Revenues	8699	-	-	-	-	-	-
Total Local Revenue		-	-	-	-	-	-
Total Revenue		-	3,168,064	4,636,454	5,767,892	7,223,997	8,772,879
EXPENDITURES							
Certificated Compensation							
Teacher Compensation	1100	-	813,068	1,133,700	1,593,097	2,029,695	2,490,036
Counselors	1200	-	-	70,000	71,820	73,759	75,234
Certificated Administrator	1300	-	100,000	102,800	105,473	108,321	110,487
Total Certificated Compensation		-	913,068	1,306,500	1,770,390	2,211,774	2,675,758
Classified Compensation							
Instructional Aides	2100	-	25,920	51,840	69,120	86,400	103,680
Classified Support - Nutrition & Tech Support	2200	-	50,940	112,351	145,553	163,521	181,111
Executive Director	2300	-	120,000	123,360	126,567	129,985	132,584
Office/Clerical/Other	2400	-	58,125	73,245	75,149	77,178	78,722
Total Classified Compensation		-	254,985	360,796	416,390	457,084	496,097
Employee Benefits & ER Taxes							
Alternative Retirement Program (403b)	3900	-	32,342	44,284	58,333	71,715	85,742
OASDI	3300	-	72,419	103,372	135,580	165,469	196,655
Medicare	3330	-	16,937	24,176	31,708	38,698	45,992
H&W	3400	-	102,000	144,900	198,450	250,047	306,308
SUI	3500	-	16,492	23,541	30,876	37,682	44,784
Workers Compensation	3600	-	25,697	36,681	48,109	58,715	69,781
Total Employee Benefits & ER Taxes		-	265,887	376,953	503,056	622,327	749,261

**Global Business Academy
Capistrano Unified School District
5 Year Budget**

	<u>Start Up Costs</u>	<u>2016-17 Budget</u>	<u>2017-18 Budget</u>	<u>2018-19 Budget</u>	<u>2019-20 Budget</u>	<u>2020-21 Budget</u>
Total Compensation Costs	-	1,433,940	2,044,249	2,689,836	3,291,186	3,921,116
Employee Costs as % of Revenue		45%	44%	47%	46%	45%
Materials & Supplies						
Textbooks	4100	-	188,640	63,240	71,740	396,540
Other Instructional Books	4200	-	51,000	101,150	130,900	160,650
Instructional Materials & Supplies	4300	-	51,000	115,600	187,000	229,500
Office Supplies	4300	-	20,400	28,900	44,880	68,850
Custodial/Facility Supplies	4300	-	10,200	14,450	18,700	22,950
Postage & Mail	4300	-	4,500	9,633	12,042	13,246
Non-Capitalized Expenditures	4400	-	249,800	194,250	160,850	149,050
Total Materials & Supplies	-	575,540	527,223	626,112	1,040,786	811,560
Outside Services & Other Operating Expenses						
Contracted Special Ed Services	5100	-	174,420	329,460	426,360	523,260
Travel & Conferences	5200	-	14,700	19,500	22,000	22,000
Dues & Memberships	5300	-	2,540	3,390	4,240	5,090
Insurance	5400	-	25,000	30,000	35,000	40,000
Utilities	5500	-	51,000	51,000	51,000	51,000
Building Rent - Facility Lease	5600	-	282,000	290,460	509,174	524,449
Equipment Rents & Leases	5610	-	18,000	18,000	18,000	18,000
Facility Repairs & Maintenance	5630	-	24,000	24,000	24,000	24,000
Instructional Consultants (Prof Dev etc...)	5800	-	10,000	165,000	215,000	265,000
Contracted Subs	5800	-	12,675	17,550	24,375	30,225
Licenses & Fees	5800	-	18,875	40,375	45,375	50,375
Advertising & Recruiting	5800	-	8,200	10,000	14,000	18,000
Non Instructional Consultants	5800	-	12,000	12,000	12,000	12,000
Special Ed Admin/Encroachment Fee @ X%	5800	-	-	-	-	-
Legal/Audit Fees	5800	-	5,000	15,000	15,000	15,000
Misc Operating Expenses	5890	-	59,000	64,000	69,000	74,000
Communications	5900	-	18,000	18,450	18,911	19,384
Total Outside Services & Other Operating Expenses	-	735,410	1,108,185	1,503,435	1,691,783	1,880,601
Other Outgo						
County Oversight Fees	7300	-	28,376	42,225	56,338	70,569
Debt Service Payments	7439	-	-	4,000	3,000	1,000
Total Other Outgo	-	28,376	46,225	59,338	72,569	86,729
Depreciation Expense		-	-	-	-	-
Total Expenditures	-	2,773,267	3,725,883	4,878,720	6,096,324	6,700,006
NET RESULT	-	394,797	910,572	889,172	1,127,673	2,072,872
		14.2%	24.4%	18.2%	18.5%	30.9%
Fund Balance						
Beginning Fund Balance	-	-	394,797	1,305,369	2,194,541	3,322,214
Current Year Results	-	394,797	910,572	889,172	1,127,673	2,072,872
Ending Fund Balance	-	394,797	1,305,369	2,194,541	3,322,214	5,395,086

**Global Business Academy
Capistrano Unified School District
2016-17 Cash Flow**

	GF/Cat	5%		9%		9%		9%		9%		9%		9%		9%		9%		9%		Total	Accruals
		Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18			
REVENUES																							
LCFF	747,698	-	-	276,648	-	-	-	136,504	-	67,293	67,293	67,293	67,293	67,293	67,293	67,293	67,293	67,293	67,293	67,293	67,293	67,293	67,293
EPA	77,570	-	-	19,180	-	19,180	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Lieu Property Taxes	2,012,419	-	-	162,235	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994
Total LCFF Revenue	2,837,638	-	-	658,264	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994
Federal Revenue	325,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	5,476	-	-	6,884	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	3,168,064	-	-	658,264	160,994	165,877	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994	160,994
EXPENDITURES																							
Certificated Salaries	913,068	-	8,333	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249	82,249
Classified Salaries	256,985	-	16,338	18,395	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040
Employee Benefits	265,887	-	22,798	23,164	23,553	22,013	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554	21,554
Total Personnel Costs	1,435,940	-	48,069	123,807	128,842	127,302	126,820	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487	126,487
Books, Supplies & Materials	575,540	-	2,200	155,075	99,873	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987	174,987
Outside Services & Other Operating Costs	735,410	-	35,250	54,333	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843	66,843
County Oversight Fees (1%)	28,376	-	-	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365	2,365
Debt Service Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	2,775,267	-	85,519	335,580	297,872	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727	365,727
Net Income/(Loss)	394,797	-	139,481	(335,580)	360,392	(201,734)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)
OTHER INFLOWS/(OUTFLOWS)																							
Proceeds from Loans - CDE Revolving Loan	200,000	-	-	200,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayments of Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Inflows/(Outflows)	200,000	-	-	200,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET TOTAL INFLOWS/(OUTFLOWS) BEFORE ACCRUALS	594,797	-	139,481	(135,580)	360,392	(201,734)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)
NET CHANGE IN PRIOR ACCRUALS																							
Accounts Receivable & Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable & Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Prior Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN CASH	594,797	-	139,481	(135,580)	360,392	(201,734)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)	(59,705)
CAPITAL OUTLAY																							
ENDING CASH	389,335	-	139,481	3,901	364,293	162,560	102,855	68,238	128,096	86,180	231,015	360,421	372,034	389,336	390,798	390,798	390,798	390,798	390,798	390,798	390,798	390,798	390,798

Global Business Academy
Capistrano Unified School District
2017-18 Cash Flow

Beginning Cash	6/30/17	7/31/17	8/31/17	9/30/17	10/31/17	11/30/17	12/31/17	1/31/18	2/28/18	3/31/18	4/30/18	5/31/18	6/30/18	Total
	131,872	131,872	131,872	131,872	131,872	131,872	131,872	131,872	131,872	131,872	131,872	131,872	131,872	131,872
REVENUES														
LFFF														
EPA														
In Lieu Property Taxes	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927	2,850,927
Total Revenue Limit	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499	4,272,499
Federal Revenues														
PCS/GP Implementation Grant														
Total Federal Revenues	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000
State Revenues														
State Lottery	119,898	119,898	119,898	119,898	119,898	119,898	119,898	119,898	119,898	119,898	119,898	119,898	119,898	119,898
State Lottery Prop 20	31,616	31,616	31,616	31,616	31,616	31,616	31,616	31,616	31,616	31,616	31,616	31,616	31,616	31,616
All Other State Revenues	12,209	12,209	12,209	12,209	12,209	12,209	12,209	12,209	12,209	12,209	12,209	12,209	12,209	12,209
Total State Revenues	163,723	163,723	163,723	163,723	163,723	163,723	163,723	163,723	163,723	163,723	163,723	163,723	163,723	163,723
Local Revenues														
Interest														
Fund Sale														
Grants & Donations														
All Other Local Revenues														
Total Local Revenues														
TOTAL REVENUES	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454	4,636,454
EXPENDITURES														
CERTIFICATED SALARIES														
Teachers	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700	1,131,700
Substitutes	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800	102,800
Principal/AP	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500	1,306,500
Total Certificated Salaries	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000	3,541,000
CLASSIFIED SALARIES														
Instructional Aides	51,840	51,840	51,840	51,840	51,840	51,840	51,840	51,840	51,840	51,840	51,840	51,840	51,840	51,840
Classified Support - Nutrition Sup. Tech Support	121,360	121,360	121,360	121,360	121,360	121,360	121,360	121,360	121,360	121,360	121,360	121,360	121,360	121,360
Administrative/Supersnorial	712,45	712,45	712,45	712,45	712,45	712,45	712,45	712,45	712,45	712,45	712,45	712,45	712,45	712,45
Office/Clerical/Other														
Total Classified Salaries	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615	1,385,615
EMPLOYEE BENEFITS														
Alternative Retirement Program (403b)														
Other														
Total Employee Benefits	376,953	376,953	376,953	376,953	376,953	376,953	376,953	376,953	376,953	376,953	376,953	376,953	376,953	376,953
Total Personnel Costs	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958	3,917,958
BOOKS AND SUPPLIES														
Tenbooks	63,240	63,240	63,240	63,240	63,240	63,240	63,240	63,240	63,240	63,240	63,240	63,240	63,240	63,240
Other Instructional Books	101,150	101,150	101,150	101,150	101,150	101,150	101,150	101,150	101,150	101,150	101,150	101,150	101,150	101,150
Instructional Materials & Supplies	115,600	115,600	115,600	115,600	115,600	115,600	115,600	115,600	115,600	115,600	115,600	115,600	115,600	115,600
Office Supplies	28,900	28,900	28,900	28,900	28,900	28,900	28,900	28,900	28,900	28,900	28,900	28,900	28,900	28,900
Curriculum/Facility Supplies	34,450	34,450	34,450	34,450	34,450	34,450	34,450	34,450	34,450	34,450	34,450	34,450	34,450	34,450
Postage & Mail	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633	9,633
Non-Capitalized Expenditures	194,250	194,250	194,250	194,250	194,250	194,250	194,250	194,250	194,250	194,250	194,250	194,250	194,250	194,250
Food Expense														
Total Books and Supplies	527,223	527,223	527,223	527,223	527,223	527,223	527,223	527,223	527,223	527,223	527,223	527,223	527,223	527,223
SERVICES & OTHER OPERATING														
Contracted Special Ed Services	329,460	329,460	329,460	329,460	329,460	329,460	329,460	329,460	329,460	329,460	329,460	329,460	329,460	329,460
Travel & Conferences	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500
Dues & Memberships	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300
Insurance	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Utilities	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Facility Leases - Prop. 39 Charges	298,100	298,100	298,100	298,100	298,100	298,100	298,100	298,100	298,100	298,100	298,100	298,100	298,100	298,100
Total Services & Other Operating	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360	1,089,360
Total Expenditures	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318	5,307,318
Surplus/Deficit	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)	(770,864)

**Global Business Academy
Capistrano Unified School District
2017-18 Cash Flow**

	5%		6%		7%		8%		9%		10%		11%		12%		Total
	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	
GP/Cat	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	100.00%
SPED/Para/ACC	6%	12%	7%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	100%
# of Instructional Days	15	10	20	20	20	20	20	20	20	20	20	20	20	20	20	20	180
# of Office/Activity Days	15	10	20	20	20	20	20	20	20	20	20	20	20	20	20	20	180
Total Budget	18,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
Equipment Leases & Rents	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Maintenance	165,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	165,000
Instructional Materials (Prof Dev etc...)	17,550	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	17,550
Contracted Subs	40,375	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	40,375
Licenses & Fees	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Non Instructional Combitanis																	
Special Ed Admin/Enrollment Fee @ %																	
Back Office Services	15,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	15,000
Legal/Audit Fees	10,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	10,000
Advertising & Recruiting	64,000	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	64,000
Misc Operating Expenses	16,450	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	16,450
Communications	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Total Services & Other Operating	1,108,185	47,330	81,188	67,656	96,102	92,352	115,047	92,352	99,852	97,852	89,852	90,802	1,057,538	48,647	1,000	1,000	1,108,185
OTHER OUTGO	42,225		3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	42,225
District Oversight Fees (1%)	4,000		667	667	667	667	667	667	667	667	667	667	667	667	667	667	4,000
Debt Service Payments																	
Total Other Outgo	46,225		3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	46,225
TOTAL EXPENDITURES	3,725,883	144,682	412,647	305,999	358,156	301,843	395,139	296,461	303,364	296,313	289,471	282,280	3,670,184	55,778	4,000	4,000	3,725,883
Net Income(Loss)	919,572	(143,585)	29,504	106,609	15,623	50,690	60,003	5,331	56,072	220,028	63,647	34,553	509,971	400,641			919,572
OTHER INFLOWS/(OUTFLOWS)	(50,000)																
Proceeds from Loans	(50,000)																
Repayments of Loans - CDE Borrowing Loan																	
Total Other Inflows/(Outflows)	(50,000)																
NET TOTAL INFLOWS/(OUTFLOWS) BEFORE ACCRUALS	869,572	(143,585)	29,504	106,609	15,623	50,690	60,003	5,331	56,072	220,028	63,647	34,553	509,971	400,641			869,572
NET CHANGE IN PRIOR ACCRUALS	228,085	171,864	57,821														
Accounts Receivable & Other Assets	(22,623)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	(16,967)	228,085
Accounts Payable & Other Liabilities	205,462	154,897	51,246														
Total Change in Prior Accruals	1,866,034	10,512	71,870	106,609	(13,957)	42,357	51,669	(2,003)	47,738	211,694	63,647	34,553	41,743	41,743			228,085
NET CHANGE IN CASH	1,054,769	399,847	471,717	576,376	544,289	606,716	658,395	655,393	703,131	914,825	978,472	1,013,875	1,854,769				1,054,769
CAPITAL OUTLAY																	
ENDING CASH																	

**Global Business Academy
Capistrano Unified School District
2019-20 Cash Flow**

Beginning Cash	REVENUES															
	5%	6.0%	5%	6.0%	5%	6.0%	5%	6.0%	5%	6.0%	5%	6.0%	9.00%	100.00%		
	12.0%	15.0%	10.0%	12.0%	8.0%	10.0%	8.0%	10.0%	7.0%	9.0%	7.0%	9.0%	7.0%	100.0%		
	20	20	20	20	15	20	20	20	20	20	20	20	20	180		
	10	10	10	10	15	15	15	15	15	15	15	15	15	5		
	15	15	15	15	20	20	20	20	20	20	20	20	20	210		
	Jan-19	Apr-19	Sep-19	Dec-19	Nov-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jan-20	Jan-20	Total		
	1,872,617	1,872,617	1,872,617	1,872,617	1,769,028	1,874,177	1,991,149	2,018,014	2,109,475	2,219,624	2,587,311	2,666,113	2,745,217	Actuals		
LCFF	-	-	-	-	126,450	126,450	227,610	227,610	227,610	227,610	227,610	227,610	227,610	2,301,309	227,610	2,528,998
EPA	-	-	-	-	271,677	513,353	362,235	362,235	362,235	633,912	316,956	316,956	316,956	4,219,987	316,956	4,527,943
In Lieu Property Taxes	-	-	-	-	398,127	669,803	589,845	589,845	589,845	589,845	589,845	589,845	589,845	6,312,376	589,845	7,056,942
Total Revenue Limit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education - IDEA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education - AB602	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Lottery Prop 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Child Nutrition - State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ASIS/21st Century	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants & Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	7,223,987	2,148	4,002,274	671,951	591,993	591,993	591,993	591,993	627,213	591,993	863,670	582,034	546,714	6,606,791	615,206	7,223,987
EXPENDITURES																
CERTIFICATED SALARIES																
Teachers	2,029,695	-	384,518	184,518	184,518	184,518	184,518	184,518	184,518	184,518	184,518	184,518	184,518	2,029,695	-	2,029,695
Teacher Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Guidance/Counselors	73,759	-	6,705	6,705	6,705	6,705	6,705	6,705	6,705	6,705	6,705	6,705	6,705	73,759	-	73,759
Principal/AP	108,321	9,027	9,027	9,027	9,027	9,027	9,027	9,027	9,027	9,027	9,027	9,027	9,027	108,321	-	108,321
Other Certificated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Certificated Salaries	2,211,774	9,027	200,250	200,250	200,250	200,250	200,250	200,250	200,250	200,250	200,250	200,250	200,250	2,211,774	-	2,211,774
CLASSIFIED SALARIES																
Instructional Aides	86,400	-	4,800	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	86,400	-	86,400
Classified Support - Nutrition Sup, Tech Support	163,521	7,168	9,849	16,186	13,017	13,017	16,186	16,186	16,186	16,186	16,186	16,186	16,186	163,521	-	163,521
Administrative/Supervisory/Other Classified	329,985	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	10,832	329,985	-	329,985
Other Classified	77,178	6,093	5,416	6,770	6,093	6,093	6,770	6,770	6,770	6,770	6,770	6,770	6,770	77,178	-	77,178
Total Classified Salaries	457,084	24,093	30,897	43,088	43,088	43,088	43,088	43,088	43,088	43,088	43,088	43,088	43,088	457,084	-	457,084
EMPLOYEE BENEFITS																
Alternative Retirement Program (403b)	71,715	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	71,715	-	71,715
DASDI	165,469	2,053	14,331	15,106	14,718	14,718	15,106	15,106	15,106	14,718	15,106	14,718	15,106	165,469	-	165,469
Healthcare	38,999	480	3,152	3,442	3,442	3,442	3,442	3,442	3,442	3,442	3,442	3,442	3,442	38,999	-	38,999
HW	250,047	20,837	20,837	20,837	20,837	20,837	20,837	20,837	20,837	20,837	20,837	20,837	20,837	250,047	-	250,047
SUI	37,482	533	3,721	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923	37,482	-	37,482
Workers Compensation	58,715	14,679	4,893	4,893	4,893	4,893	4,893	4,893	4,893	4,893	4,893	4,893	4,893	58,715	-	58,715
Total Employee Benefits	622,327	44,559	52,111	54,267	54,267	54,267	54,267	54,267	54,267	53,906	53,906	53,906	48,033	44,559	-	472,327
Total Personnel Costs	3,291,186	77,679	284,258	297,905	297,905	297,905	297,905	297,905	297,905	297,543	297,543	297,543	297,543	3,291,186	-	3,291,186
BOOKS AND SUPPLIES																
Textbooks	396,540	-	156,616	79,208	-	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	396,540	-	396,540
Other Instructional Books	140,650	-	170,488	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	140,650	-	140,650
Instructional Materials & Supplies	229,500	-	20,864	20,864	20,864	20,864	20,864	20,864	20,864	20,864	20,864	20,864	20,864	229,500	-	229,500
Office Supplies	68,650	27,540	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	68,650	-	68,650
Customary/Facility Supplies	22,950	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	1,913	22,950	-	22,950
Postage & Mail	13,246	5,298	723	723	723	723	723	723	723	723	723	723	723	13,246	-	13,246
Non-Capitalized Expenditures	149,050	10,000	-	69,525	-	-	-	-	-	-	-	-	-	149,050	-	149,050
Food Expense	1,040,786	124,059	306,358	180,103	31,270	31,270	31,270	31,270	31,270	31,270	31,270	31,270	31,270	1,040,786	-	1,040,786
Total Books and Supplies	1,040,786	124,059	306,358	180,103	31,270	31,270	31,270	31,270	31,270	31,270	31,270	31,270	31,270	1,040,786	-	1,040,786

**Global Business Academy
Capistrano Unified School District
2019-20 Cash Flow**

	Replenishing Cash												Accruals	Total	
	8/1-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20			
SERVICES & OTHER OPERATING	1,872,617	1,872,617	1,892,554	1,721,632	1,769,028	1,874,177	1,991,149	2,018,814	2,109,624	2,192,624	2,587,311	2,745,217	47,569	47,569	533,340
Contracted Special Ed Services															22,000
Trevel & Conferences			5,000												5,000
Dues & Memberships															40,000
Insurance															40,000
Utilities															4,250
Equipment Leases & Rents															574,449
Maintenance															18,000
Instructional Consultants (Prof User etc...)															24,000
Contracted Sals															265,000
Licenses & Fees															30,225
Advertising & Recruiting															17,500
Non Instructional Consultants															18,000
Special Ed Admin/Enrichment Fee @ 1%															12,000
Basic Office Services															15,000
Legal/audit fees															24,000
Proc Operating Expenses															19,384
Instructional															19,384
Total Services & Other Operating	1,691,783	79,694	97,403	140,667	141,122	138,122	148,122	158,167	138,122	152,622	140,622	138,788	3,612,237	77,546	1,691,783
OTHER OUTGO															
District Oversight Fees (1%)															70,569
Debt Service Payments															2,000
Total Other Outgo															72,569
TOTAL EXPENDITURES	6,076,124	281,432	693,899	624,516	478,511	466,687	555,995	528,319	473,511	487,650	503,332	467,610	451,496	6,012,897	6,096,228
Net Inflows/(Loss)	1,127,623	(279,284)	(293,624)	(47,395)	113,482	(75,206)	35,998	90,695	118,482	376,070	78,802	79,104	95,218	595,894	531,279
OTHER INFLOWS/(OUTFLOWS)															
Proceeds from Loans	150,000														150,000
Repayments of Loans - CDE Revolving Loan															(150,000)
Total Other Inflows/(Outflows)	150,000														150,000
NET TOTAL INFLOWS/(OUTFLOWS) BEFORE ACCRUALS	1,077,623	(279,284)	(293,624)	(47,395)	105,149	116,973	27,665	90,661	110,149	382,687	78,802	79,104	95,218	595,894	531,279
NET CHANGE IN PRIOR ACCRUALS															
Accounts Receivable & Other Assets	498,810	368,108	122,780												1,000
Accounts Payable & Other Liabilities	(69,881)	(168,987)													(1,000)
Total Change in Prior Accruals	1,999,997	193,937	170,937	47,395	105,149	116,973	27,665	90,661	110,149	382,687	78,802	79,104	95,218	1,000	
NET CHANGE IN CASH	2,049,435	1,892,554	1,721,632	1,769,028	1,874,177	1,991,149	2,018,814	2,109,624	2,192,624	2,587,311	2,745,217	2,840,435			2,840,435
CAPITAL OUTLAY															
ENDING CASH															

Global Business Academy 5 Year Petition Budget Enrollment and Revenue Assumptions

Enrollment:

	Year 1 2016-17 Budget	Year 2 2017-18 Budget	Year 3 2018-19 Budget	Year 4 2019-20 Budget	Year 5 2020-21 Budget
K - 3	-	-	-	-	-
4 - 6	136.00	136.00	136.00	136.00	136.00
7 - 8	272.00	272.00	272.00	272.00	272.00
9 - 12	-	170.00	340.00	510.00	680.00
Total Enrollment	408.00	578.00	748.00	918.00	1,088.00
Attendance Rate	95%	95%	95%	95%	95%

ADA:

K - 3	-	-	-	-	-
4 - 6	129.20	129.20	129.20	129.20	129.20
7 - 8	258.40	258.40	258.40	258.40	258.40
9 - 12	-	161.50	323.00	484.50	646.00
Total ADA	387.60	549.10	710.60	872.10	1,033.60

COLA - GP	2.0%	2.2%	2.5%	2.7%	2.5%
Property Tax rate	5,192.00	5,192.00	5,192.00	5,192.00	5,192.00
LCFF ck	2,837,638	4,222,499	5,633,782	7,056,942	8,572,877
COLA - GP (Forecasted)	2%	2%	3%	3%	3%
EPA (Per LCFF Calculator)	77,520	109,820	142,120	-	-
Total LCFF	2,837,638	4,222,499	5,633,782	7,056,942	8,572,877
LCFF	747,698	1,371,572	1,944,347	2,528,998	3,206,426
EPA (Per LCFF Calculator)	77,520	-	-	-	-
Property Tax Revenue	2,012,419	2,850,927	3,689,435	4,527,943	5,366,451

Lottery	128.00	-	119,898	90,957	111,629	132,301
Lottery Prop 20	34.00	-	31,848	24,160	29,651	35,142

Special Ed AB602	500.00	-	-	-	-	-
Mandated Cost Reimb K-8	14	5,426	5,426	5,426	5,426	5,426
Mandated Cost Reimb 9-12	42	-	6,783	13,566	20,349	27,132

SB740	\$750/ADA or \$750	290,700	411,825	532,950	654,075	775,200
75% Lease Cost		211,500	217,845	224,380	231,112	238,045
Monthly Lease		282,000	290,460	299,174	308,149	317,393
SB740 Lesser of \$750/ADA vs. 75% of le		-	-	-	-	-

Federal Revenues:

NCLB Title I (Current District)	\$0	-	-	-	-	-
NCLB Title II		-	-	-	-	-
NCLB Title III		-	-	-	-	-
Special Ed IDEA	130.00	-	-	-	-	-
PCSGP Grant (\$575K Maximum)		325,000	250,000	-	-	-

**Global Business Academy
Capistrano Unified School District
Initial 5 Year Detail Budget
(with Start Up Costs)**

H - Hourly
D - Daily
A - Annual

Year 1 Year 2 Year 3 Year 4 Year 5

SACS Object 2016-17 Budget 2017-18 Budget 2018-19 Budget 2019-20 Budget 2020-21 Budget

Gen'l Assumptions:

			Year 1	Year 2	Year 3	Year 4	Year 5
COLA			2.70%	2.80%	2.60%	2.70%	2.00%
COLA + Step & Column - Teachers				3.5%	3.5%	3.5%	3.5%
H&W Inflation				5.0%	5.0%	5.0%	5.0%
H&W / Employee/Month			500	525	551	579	608
403b Match			3.0%	3.0%	3.0%	3.0%	3.0%
PERS ER Rates			13.050%	16.60%	18.20%	19.90%	20.40%
Instructional Days			180	180	180	180	180
Custodial/Office Assistant Days			210	210	210	210	210
Student/Teacher Ratio			34	34	30	30	30
ADA			387.60	549.10	710.60	872.10	1,033.60
Enrollment			408.00	578.00	748.00	918.00	1,088.00
# of teachers			12.00	17.00	24.93	30.60	36.27

Position Rates:

			2016-17	2017-18	2018-19	2019-20	2020-21
Teachers - Certificated New	A	1100	58,589	58,589	58,589	58,589	58,589
Teachers - Certificated Returning	A	1100	58,589	60,640	62,762	64,959	67,232
Teachers - Special Ed	A	1100	60,000	61,680	63,284	64,992	66,292
Music/Art/PE Teacher	D	1100	50,000	51,400	52,736	54,160	55,243
Substitutes	D	1160	195,000	195,000	195,000	195,000	195,000
Counseling	A	1200	70,000	70,000	71,820	73,759	75,234
Director/Principal	A	1300	100,000	102,800	105,473	108,321	110,487
SpEd RSP	A	2100	35,000	35,980	36,915	35,000	35,700
Instructional Aides	H	2100	12,000	12,000	12,000	12,000	12,000
Custodial/Maintenance	H	2200	15,000	15,420	15,820	16,250	16,570
Tech (Salaried)	A	2200	-	40,000	41,040	42,148	42,991
Classified Executive Director	A	2300	120,000	123,360	126,567	129,985	132,584
Office Coordinator	A	2400	45,000	46,260	47,463	48,744	49,719
Office Clerical staff (5 Hrs per day per employee)	H	2400	12,500	12,850	13,180	13,540	13,810
Nutrition Supervision	A	2200	12	12.34	12.66	13.00	13.26

Position FTE's/Hrs Per Day:

			2016-17	2017-18	2018-19	2019-20	2020-21
Teachers - Certificated New	A	1100	12.00	5.00	7.00	6.00	6.00
Teachers - Certificated Returning	A	1100	-	12.00	17.00	24.00	30.00
Teachers - Special Ed	A	1100	1.00	1.00	1.00	1.00	1.00
Music/Art/PE Teacher (1 supplemental instructor each day)	D	1100	1.00	1.00	1.00	1.00	1.00
Substitutes	D	1160	65	90	125	155	185
Counseling	A	1200	-	1.00	1.00	1.00	1.00
Director/Principal	A	1300	1.00	1.00	1.00	1.00	1.00
SpEd RSP	A	2100	-	-	-	-	-
Instructional Aides (Hours Per Day 4* number of TA's)	H	2100	12.00	24.00	32.00	40.00	48.00
Custodial/Maintenance (2 @ 5 hrs each)	H	2200	10.00	10.00	15.00	15.00	15.00
Tech	A	2200	-	1.00	1.00	1.00	1.00
Classified Executive Director	A	2300	1.00	1.00	1.00	1.00	1.00
Office Coordinator	A	2400	1.00	1.00	1.00	1.00	1.00
Office Clerical staff (5 Hrs per day per employee)	A	2400	5.00	10.00	10.00	10.00	10.00
Nutrition Supervision (3 Hrs/Day per Emp)	A	2200	9.00	18.00	24.00	30.00	36.00

Totals By Position

		Object	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers - New	A	1100	703,068	292,945	410,123	351,534	351,534
Teachers - Returning	A	1100	-	727,675	1,066,954	1,559,008	2,016,967
Teachers - Special Ed	A	1100	60,000	61,680	63,284	64,992	66,292
Music/Art/PE Etc... Teacher	D	1100	50,000	51,400	52,736	54,160	55,243
Substitutes	D	1160	12,675	17,550	24,375	30,225	36,075
Counseling	A	1200	-	70,000	71,820	73,759	75,234
Director/Principal/Assistant Principal	A	1300	100,000	102,800	105,473	108,321	110,487
SpEd RSP	A	2100	-	-	-	-	-
Instructional Aides	H	2100	25,920	51,840	69,120	86,400	103,680
Custodial/Maintenance	H	2200	31,500	32,382	49,836	51,181	52,205
Tech	A	2200	-	40,000	41,040	42,148	42,991
Classified Exec Director	A	2300	120,000	123,360	126,567	129,985	132,584
Office Coordinator/Clerical	H	2400	58,125	73,245	75,149	77,178	78,722
Nutrition Supervision	A	2200	19,440	39,969	54,677	70,192	85,915

H&W Expenditures:

			2016-17	2017-18	2018-19	2019-20	2020-21
Total Full Time FTE's w/Benefits			17	23	30	36	42
Total H&W/Monthly			8,500	12,075	16,538	20,837	25,526
Total H&W/Annual			102,000	144,900	198,450	250,047	306,308

**Global Business Academy
Initial 5 Year Detail Budget**

	Qty	Cost	Start Up Costs	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget
4100	Textbooks		122,400	66,240	63,240	71,740	396,540	71,740
	\$'s Per Student		300	300	300	350	350	350
	Enrollment Change		408	180	170	170	170	170
	Annual Replacement (10%)			10%	10%	10%	10%	10%
4200	Other Instructional Books		-	51,000	101,150	130,900	160,650	190,400
	\$'s Per Student			125	175	175	175	175
	Library							
4300	Instructional Materials & Supplies		-	51,000	115,600	187,000	229,500	272,000
	\$'s Per Student			125	200	250	250	250
	Go Math			-	-	-	-	-
	ELD Support Materials			-	-	-	-	-
	Studies Weekly Science			-	-	-	-	-
	Studies Weekly Social Studies			-	-	-	-	-
	Misc - Instructional Supplies	Per LCAP		-	-	-	-	-
4310	Office Supplies		-	20,400	28,900	44,880	68,850	81,600
	\$'s Per Student			50	50	60	75	75
4380	Maintenance Supplies		-	10,200	14,450	18,700	22,950	27,200
	\$'s Per Student			25	25	25	25	25
1390	Postage & Shipping		1,500	3,000	9,633	12,042	13,246	14,570
		250	1,500	3,000	9,633	12,042	13,246	14,570
4400	Non Cap Equipment		249,800	-	194,250	160,850	149,050	154,050
	Classroom set up		-	-	-	-	-	-
	Whiteboard/Other Classroom Furnishings	12.00	975.00	11,700	4,875	6,825	5,850	5,850
	Smartboards	12.00	2,750.00	-	46,750	19,250	16,500	16,500
	Desks & Chairs	-	225.00	91,800	46,250	38,250	38,250	38,250
	Teacher Desk & Chair	12.00	325.00	3,900	1,625	2,275	1,950	1,950
	Educational Supplies		-	-	-	-	-	-
	Projector/Document Camera	17.00	750.00	-	12,750	5,250	4,500	4,500
	Office Computers (4 In Year 1)	3.00	1,000.00	3,000	-	2,000	-	-
	Printers	-	-	-	-	-	-	-
	Teacher Laptops	14.00	1,000.00	14,000	5,000	5,000	5,000	5,000
	Security Cameras		-	-	-	-	-	-
	Intercom System		-	-	-	-	-	-
	Student PC's (Chromebooks)	408.00	300.00	122,400	51,000	51,000	51,000	51,000
	Chromebook Carts	-	250.00	-	1,000	-	1,000	-
	Server(s)	1.00	3,000.00	3,000	-	6,000	-	6,000
	Lunch Tables		-	-	-	-	-	-
	PA System		-	-	-	-	-	-
	Canopies etc...		-	-	-	-	-	-
	Musical Instruments		-	-	-	-	-	-
	Recreational Equipment		-	-	-	-	-	-
			-	-	-	-	-	-
	Misc Non Cap		-	-	25,000	25,000	25,000	25,000
4700	Food Costs		-	-	-	-	-	-
4000	Check		373,700	201,840	527,223	626,112	1,040,786	811,560

Global Business Academy

	Per Month/Student	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget
Personal Services						
5100 Special Ed Consulting		174,420	329,460	426,360	523,260	620,160
		174,420	549,100	710,600	872,100	1,033,600
Travel & Conferences						
5200	500	14,700	19,500	22,000	22,000	22,000
CCSA Conference		4,000	2,500	5,000	5,000	5,000
CSDC Leadership Institute		7,700				
Misc Prof Dev (per Teacher)	\$500	3,000	17,000	17,000	17,000	17,000
Dues & Memberships						
5300		2,540	3,390	4,240	5,090	5,940
CCSA	\$5.00	2,040	2,890	3,740	4,590	5,440
CSDC Operator Membership		500	500	500	500	500
MISC						
Insurance						
5400		25,000	30,000	35,000	40,000	45,000
Utilities						
5500		51,000	51,000	51,000	51,000	51,000
Electric	\$3,750	45,000	45,000	45,000	45,000	45,000
Water/Gas	\$300	3,600	3,600	3,600	3,600	3,600
Waste Disposal	\$200	2,400	2,400	2,400	2,400	2,400
Building Rent (Per Month w 3% Inflation At Monthly Lease - Prop 39 Additional Facility Lease Cost)						
5600		282,000	290,460	509,174	524,449	540,182
Monthly Lease - Prop 39	\$23,500	282,000	290,460	299,174	308,149	317,393
Additional Facility Lease Cost	\$17,500	-	-	210,000	216,300	222,789
Equipment Rents & Leases						
5610		18,000	18,000	18,000	18,000	18,000
Office Copier	\$1,500	18,000	18,000	18,000	18,000	18,000
Office Equipment	-	-	-	-	-	-
Facility Repairs & Maintenance						
5630		24,000	24,000	24,000	24,000	24,000
Basic Monthly Office Cleaning Service	\$2,000	24,000	24,000	24,000	24,000	24,000
Tenant Improvement		-	-	-	-	-
Instructional Consultants (Prof Dev etc...)						
5800		10,000	165,000	215,000	265,000	315,000
Prof Dev		10,000	15,000	15,000	15,000	15,000
Tutoring - After School		-	-	-	-	-
After School Programs		-	100,000	125,000	150,000	175,000
Instruction Specialists - Art/PE/Music		-	50,000	75,000	100,000	125,000
Misc		-	-	-	-	-
Contracted Substitutes						
5800		12,675	17,550	24,375	30,225	36,075
Non Instructional Consultants						
5800		12,000	12,000	12,000	12,000	12,000
Tech Consulting	\$ -	12,000	12,000	12,000	12,000	12,000
Brown Act Training/Strategic Planning		-	-	-	-	-
Misc.		-	-	-	-	-
Licenses & Fees - Technology etc...						
5800		18,875	40,375	45,375	50,375	55,375
Illuminate - Attendance System	\$ -	10,000	11,000	11,000	11,000	11,000
Map Testing	\$ -	-	-	-	-	-
OARS	\$ -	-	-	-	-	-
BloomBoard	\$ -	-	-	-	-	-
Edlio - Website Hosting	\$ -	-	-	-	-	-
Student Testing - State Testing CASSP	\$ -	1,875	1,875	1,875	1,875	1,875
Cloud Computing/Storage	\$ -	2,000	2,500	2,500	2,500	2,500
Misc	\$ -	5,000	25,000	30,000	35,000	40,000
Special Ed Encroachment						
5800	XX%	-	-	-	-	-
Back Office Services						
5800		-	-	-	-	-
Based on \$3.3K per Month	\$ -	-	-	-	-	-

Global Business Academy

	Per Month/Student	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget
Legal/Audit Fees						
5800		5,000	15,000	15,000	15,000	15,000
Legal Fees	\$ -	5,000	2,500	2,500	2,500	2,500
Audit Fees	\$ -	-	12,500	12,500	12,500	12,500
Advertising & Student Recruitment						
5800	\$0	\$8,200	\$10,000	\$14,000	\$18,000	\$22,000
Advertising	\$ -	2,000	2,000	2,000	2,000	2,000
Printing & Reproduction	\$ -	6,200	8,000	12,000	16,000	20,000
Student Activities/Field Trips						
5890		-	-	-	-	-
Transportation	\$ -	-	-	-	-	-
Field Trip Costs	\$ -	-	-	-	-	-
Misc Operating Expenses						
5890		59,000	64,000	69,000	74,000	79,000
Transportation (\$300/Day)	\$ -	54,000	54,000	54,000	54,000	54,000
Printing & Reproduction	\$ -	5,000	10,000	15,000	20,000	25,000
Communications						
5900		18,000	18,450	18,911	19,384	19,869
Phone Service (+ \$3,400 Start up Fee)	\$500.00	6,000	6,150	6,304	6,461	6,623
Internet	\$1,000.00	12,000	12,300	12,608	12,923	13,246
Misc						
Total		735,410	1,108,185	1,503,435	1,691,783	1,880,601
District Oversight Fees						
7300	1%	28,376	42,225	56,338	70,569	85,729
		763,786	1,150,410	1,559,773	1,762,352	1,966,330

LCFF Calculator Universal Assumptions

Projection Title: **Global Business Academy - Capistrano Unified School District** Projection Date: **10/20/15**

(profile as calculated by the Department of Finance, DDF)
 (profile as calculated by the Department of Finance, DDF)
LCFF Gap Closed Percentage - May Review
 (used in Economic Recovery Target, ERT, calculation only)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	1.57%	0.85%	1.02%	1.60%	2.48%	2.87%		
	12.00%	29.15%	53.08%	37.40%	36.70%	21.00%		
	11.71%	28.06%	53.08%	37.40%	36.70%	21.00%		
\$	12,921.15							
EPA Entitlement as % of statewide adjusted Revenue Limit	21.52%	21.12%	22.24%	23.00%	22.00%	21.00%	10.50%	0.00%

PER ADA FUNDING LEVELS (calculated at TARGET)

Base Grants

Grades TK-3	\$	6,952	\$	7,011	\$	7,083	\$	7,196	\$	7,374	\$	7,586	\$	7,586
Grades 4-6	\$	7,056	\$	7,116	\$	7,189	\$	7,304	\$	7,485	\$	7,700	\$	7,700
Grades 7-8	\$	7,266	\$	7,328	\$	7,403	\$	7,521	\$	7,708	\$	7,929	\$	7,929
Grades 9-12	\$	8,419	\$	8,491	\$	8,578	\$	8,715	\$	8,931	\$	9,187	\$	9,187
Grade Span Adjustment														
Grades TK-3	\$	724	\$	729	\$	737	\$	748	\$	767	\$	789	\$	789
Grades 9-12	\$	219	\$	221	\$	223	\$	227	\$	232	\$	239	\$	239
Supplemental Grant		20.00%		20.00%		20.00%		20.00%		20.00%		20.00%		20.00%
Grades TK-3	\$	1,535	\$	1,548	\$	1,564	\$	1,589	\$	1,628	\$	1,675	\$	1,675
Grades 4-6	\$	1,411	\$	1,423	\$	1,438	\$	1,461	\$	1,497	\$	1,540	\$	1,540
Grades 7-8	\$	1,453	\$	1,466	\$	1,481	\$	1,504	\$	1,542	\$	1,586	\$	1,586
Grades 9-12	\$	1,728	\$	1,742	\$	1,760	\$	1,788	\$	1,833	\$	1,885	\$	1,885
Concentration Grant (>55% population)		50.00%		50.00%		50.00%		50.00%		50.00%		50.00%		50.00%
Grades TK-3	\$	3,838	\$	3,870	\$	3,910	\$	3,972	\$	4,071	\$	4,188	\$	4,188
Grades 4-6	\$	3,528	\$	3,558	\$	3,595	\$	3,652	\$	3,743	\$	3,850	\$	3,850
Grades 7-8	\$	3,633	\$	3,664	\$	3,702	\$	3,761	\$	3,854	\$	3,965	\$	3,965
Grades 9-12	\$	4,319	\$	4,356	\$	4,401	\$	4,471	\$	4,582	\$	4,713	\$	4,713

Calculations for New Charter Capistrano

Capistrano Unified School District 30-66464-0000000

2014-15 Floor Calculation	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ADA TK - 3							
ADA 4 - 6		129.20	129.20	129.20	129.20	129.20	129.20
ADA 7 - 8		258.40	258.40	258.40	258.40	258.40	258.40
ADA 9-12					161.50	323.00	484.50
Total ADA		387.60	387.60	387.60	549.10	710.60	872.10
Unduplicated %		15.00%	15.00%	15.00%	15.00%	15.00%	15.00%
Total Floor Calculation		2,432,961	2,432,961	2,432,961	3,446,695	4,460,429	5,474,163
LCFF Floor Per ADA		6,277	6,277	6,277	6,277	6,277	6,277
LCFF Floor/ADA including P/Y Gap			6,613.17	7,111.30	7,321.05	7,689.86	7,928.20
LCFF Floor Including P/Y Gap			2,563,263	2,756,338	4,019,987	5,464,411	6,914,187
LCFF Target							
Base Grant		2,812,942	2,841,754	2,887,103	4,401,166	6,011,095	7,494,795
Grade Span Adj 9-12					37,468	77,197	115,796
Supplemental Grant		84,388	85,253	86,613	133,159	182,649	228,318
Concentration Grant							
Total LCFF Target		2,897,331	2,927,007	2,973,716	4,571,793	6,270,940	7,838,908
LCFF Target Per ADA		7,475	7,552	7,672	8,326	8,825	8,989
LCFF GAP		464,369	363,743	217,378	551,806	806,529	924,721
LCFF GAP Funding		130,302	193,075	81,299	202,513	169,371	142,754
Total LCFF Transitional Funding		2,563,263	2,756,338	2,837,638	4,222,499	5,633,782	7,056,942
Gap Funding Per ADA		336	498	210	369	238	164
Total LCFF Transition Funding						7,928	8,092
Transition Funding Per ADA			7,111	7,321	7,699	7,928	8,092
EPA Funding (@ \$200/ADA Minimum)				223.46	242.50	257.03	261.80
District 2012-13 Funding - LCFF FLOOR							
ADA TK - 3			13,879.50				
ADA 4 - 6			11,162.30				
ADA 7 - 8			7,829.52				
ADA 9-12			16,127.51				
Total ADA			48,998.83				
Unduplicated %			23.55%				
Total Floor Calculation			307,565,139				
LCFF Floor Per ADA			6,277				



Appendix G

Letters of Support

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0073
(916) 319-2073
FAX (916) 319-2173

DISTRICT OFFICE
29122 RANCHO VIEJO ROAD, SUITE 111
SAN JUAN CAPISTRANO, CA 92675
(949) 347-7301
FAX (949) 347-7302

Assembly
California Legislature



WILLIAM P. BROUGH
ASSEMBLYMEMBER, SEVENTY-THIRD DISTRICT

COMMITTEES
VICE CHAIR: REVENUE AND TAXATION
ACCOUNTABILITY AND
ADMINISTRATIVE REVIEW
JOBS, ECONOMIC DEVELOPMENT,
AND THE ECONOMY
VETERANS AFFAIRS

January 29, 2016

Superintendent Kirsten M. Vital
Capistrano Unified School District
33122 Valle Road
San Juan Capistrano, CA 92675

Re: Letter of Support for Global Business Academy

Dear Superintendent Vital and members of the Board of Education:

It is with great pleasure that I write in support of the Charter Petition of Global Business Academy. Global Business Academy will be an innovative school that focuses on transforming the lives of children by providing them with a robust university-level education. It is my belief that charter schools, like Global Business Academy, will offer a unique learning experience that can be tailored to the needs of its students.

Global Business Academy has partnered with the University of California, Irvine to ensure the success of this new charter school. By providing educational flexibility and partnering with the University of California, Irvine with their proven track record of success in the realm of education, this school can serve as a model for schools across the state.

I support Global Business Academy's efforts to help parents transform the learning and growth of students regardless of their ability or socioeconomic background. I encourage a favorable vote of this Petition in order to solidify Orange County as a leader in forward-thinking education and providing students the greatest opportunity of success. If you have any questions, please do not hesitate to contact my office.

Best regards,

A handwritten signature in black ink, appearing to read "William P. Brough".

William P. Brough
73rd Assembly District

October 5, 2015

Catherine Sanchirico
Global Business Academy
32124 Paseo Adelanto, Suite 1
San Juan Capistrano, CA 92693

Dear Catherine:

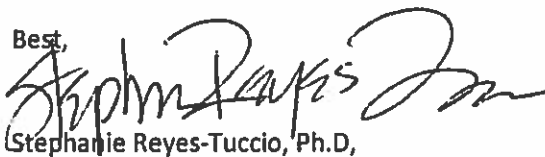
This letter is to recap our meeting and to confirm our support for your school. We are excited to hear that the first and only charter high school will be coming to Capistrano Unified School District and welcome the opportunity to partner with Global Business Academy (GBA).

I understand that your school will work to provide equal access to all students that reside in the district including low income first generation students. Our college guidance and academic preparation professionals at CFEP will work with your school leadership to shape curriculum and college guidance in a way that makes students truly competitive in the UC and other selective institutions. We can also provide teacher development in the core content areas and assistance designing hands on research based curriculum aligned with Common Core. In addition, we would be available to provide parent education for the parents of first generation students going to college.

Some examples of our programs include California Reading & Literature Project (CRLP), Irvine Math Project (IMP), UCI History Project. The mission of CRLP is to provide high quality, standards-based professional development in reading and language instructions to help ensure that every California student PreK-12 achieves the highest standards of academic performance with adopted instructional materials that are State Board adopted. The Irvine Math Project can partner with GBA to design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned with Common Core mathematics teachers. The UCI History Project is another great program that has developed model lessons to integrate history disciplinary skills and content, Common Core, and English Learner support. Details on these three projects and many more can be viewed on our website.

We look forward to collaborating with GBA to support preparation for success in higher education. Like GBA, we focus on equity and access for all students in order to achieve the University of California's goal of academic excellence. Partnering with institutions, such as GBA, who are committed to improving education is one of the ways we fulfill this goal.

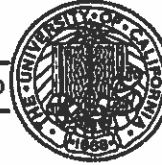
Best,



Stephanie Reyes-Tuccio, Ph.D.,
Executive Director, Center for Educational Partnerships
University of California, Irvine
420 Social Science Tower
Irvine, CA 92697-2505

Center for Educational Partnerships
420 Social Science Tower, Irvine, CA 92697-2505
(949) 824-9052 OFFICE | s.reyestuccio@uci.edu

www.CFEP.uci.edu



Center for Educational Partnerships

Gifted Student Network
420 Social Science Tower
Irvine, California 92697-2505
(949) 824-8927
(949) 824-1653 FAX

October 8, 2015

Catherine Sanchirico
Global Business Academy
32124 Paseo Adelanto, Suite 1
San Juan Capistrano, CA 92693

Re: Partnership with Global Business Academy and Gifted Students Network

Dear Catherine:

What an exciting time to be educated with schools like Global Business Academy (GBA) committed to the success of students for higher education. A partnership with University of California Irvine's Gifted Students Network (GSN) will help further your school's mission in this aspect.

As the Director of of the UCI Gifted Students Network, I've frequently presented workshops on designing curriculum for gifted students, gifted studies and strategies for enhancing creative productive thinking. Our partnership can consist of helping design the curriculum and/or utilizing the programs we offer that will benefit students who have been identified as gifted. Gifted students have a special role in our world and have their own intellectual, social and emotional needs. This knowledge provides the foundation for a holistic learning experience. Additionally, the courses offered at the Gifted Students Academy, one of many programs within the Gifted Students Network, are aimed to engage the student's mind with critical and creative thinking skills infused across the curriculum. Many of the courses are interdisciplinary, covering more than one area of study. For example, the writing course combines thinking, argumentation, and writing skills. All courses help students develop better test taking skills.

Global Business Academy's approach of students collaborating with their peers and working in groups aligns with most of our courses where this type of strategy is encouraged. The programs offered by Gifted Students Network is a unique opportunity for your students to dramatically expand their understanding of the world around them and to be part of a nurturing and challenging community of learners. Our course content is designed to adapt to each student's abilities.

As our partnership progress, we may find additional resources that could aid GBA's gifted students program. We both have a common goal of advancing these students in their learning so that they can remain challenged, engaged, and successful in the quest for learning. I look forward to working with you further to meet these goals!

Sincerely,

A handwritten signature in cursive script that reads "Darlene Boyd".

Darlene Boyd, Ed.D.
Director, Gifted Students Network
University of California, Irvine

06 October 2015

Catherine Sanchirico
Global Business Academy
32124 Paseo Adelanto, Suite 1
San Juan Capistrano, CA 92693

Dear Catherine:

This letter is in reference to our meetings regarding University of California, Irvine's Blackstone Launchpad working in partnership with Global Business Academy. We believe in your mission "to educate students with the academic and entrepreneurial skills necessary to succeed in the 21st century and have the competitive advantage in a changing global economy by providing rigorous academic content, engaging entrepreneurial experiences, and learning opportunities through the use of real life skills". We are of the belief that entrepreneurship exists in every field, whether it be in science, arts, music, or biotech. Having this additional knowledge allows students to know that starting and operating a business – becoming an entrepreneur – is a career option that is open to them, just like being a teacher, architect or doctor. As such, we are excited to support you in your quest to offer this curriculum in your school.

Our organization provides mentorship, guest speakers in a lecture series, resources to connect current entrepreneurs with students, and hands on experience with real student ventures. We are part of a global organization accessible by 500k students by the end of 2015. We are designed to support and mentor students, staff and alumni-regardless of major, experience or discipline. Since we are located on the UC Irvine campus, we have access to professors and regional resources that are unique to our entrepreneurial ecosystem. Likewise, your plans of having community entrepreneurial leaders assist your students can also aid us in our program. We will work with you in creating a partnership that is advantageous to both parties and our constituents.

We look forward to elevating the level of entrepreneurship in our region as we continue "Training the Next Generation of Entrepreneurs" with Global Business Academy.

Best,



David Ochi
Executive Director
Blackstone LaunchPad, UC Irvine
dochi@uci.edu
949-824-6407

Appendix H

Teacher Signatures

Signature Page for Teachers – Global Business Academy

We the undersigned believe that the attached charter for the creation of the Global Business Academy (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified 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:



Ryan Cummins
Name


Signature

1/31/16
Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Karen Amaya		02-01-16	Multiple Subject Credential 130110987 Exp. 07-01-18 Admin Credential Exp. 150028088	(818) 371-5950
Erika Najera		02-01-16	Education Specialist 140047212 Exp. 09-01-18 Instructional Credential 130127505 Exp. 09-01-18	(213) 422-1496

Signature Page for Teachers - Global Business Academy

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By the Lead Petitioner:


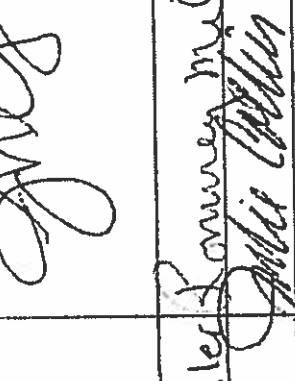
Ryan Cummins
Name


Signature

1/31/16
Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Jocil Nguyen	Jm Nguyen	1/31/2016	Education Specialist Instruction Credential Level II #140007220 3/1/2019 CLAD CLEAR #060250250 Administrative Services Credential #060095060 Expired 1/1/2011	949-315-1017
Romney Miller		2/1/16	Multiple Subject 140170719 10/1/2019	760-333-8749
Julie Collier		2/1/16	Multiple Subject 140128351 8/1/2019	(949)468-9500

Signature Page for Teachers – Global Business Academy

We the undersigned believe that the attached charter for the creation of the Global Business Academy (the “Charter School”) merits consideration and hereby petition the governing board of the Capistrano Unified 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:
Ryan Cummins _____
 Name Signature
1/31/16 _____
 Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Wendy Deems	<i>Wendy Deems</i>	2-3-16	Multiple Subject Credential M.Ed	(949) 929-0698
<i>Yolanda</i>	<i>Yolanda</i>	2-3-16	multi credential	94610906
Sahara Green	<i>Sahara Green</i>	2-3-16	M.Ed. multiple subject credential	562-631-4638

Signature for Teachers – Global Business Academy

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By the Lead Petitioner:

Ryan Cummins

Name

[Signature]

Signature

1/31/16

Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
John Chovan	<u>[Signature]</u>	2/5/16	Single - Subject Social Science	909.489.3634
Collette Taylor	<u>[Signature]</u>	2/5/16	Single - Subject Biology	909.268-1148
Nancy Taylor	<u>[Signature]</u>	2/5/16	Multiple Subjects	909-618-6930

Signature Page for Teachers – Global Business Academy

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By the Lead Petitioner:

Ryan Cummins
Name

[Signature]
Signature

1/31/14
Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

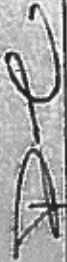
Print Name	Signature	Date	Credentials Held	Phone Number
Denise Harshman	<u>[Signature]</u>	2/4/16	Single Subject English Clear Admin. Services	949-481-0167

Signature page for Teachers - Global Business Academy

We the undersigned believe that the attached charter for the creation of the Global Business Academy (the "Charter School") merits consideration and hereby petition the governing board of the Capistrano Unified 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 Petitioners

Ryan Cummins



Name

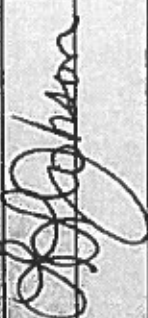
Signature

1/30/16

Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Lestie Keith Johnson		2/2/16	# 1100532890 Multiple Subject Credential CLAD # # 00023025 Clear 4/1/2016	(949) 357-9118 980099074

Signature Page for Teachers - Global Business Academy

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By the Lead Petitioner: Ryan Cummins RC 1/31/14
 Name Signature Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
DAVID JANISCH	<i>David Janisch</i>	2/1/16	SINGLE SUBJ MATH CTE - ENGR & ARCH	9494966200

Signature Page for Teachers – Global Business Academy






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By the Lead Petitioner:

Ryan Cummins _____ 1/31/16
 Name Signature Date

The petitioners recognize Ryan Cummins as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Capistrano Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Jon Hendrickson		2/1/16	Clear	949-278-2528
Scott Wittkop		2/1/16	Clear	949-315-1587
Caren Wittkop		2/1/16	Clear	949-315-1786
Sean Mehegan		2/1/16	Clear	949-795-2927
Jim Brusky		2/1/16	Clear	949-939-7135



Appendix I

Health and Safety Procedures

APPENDIX I -- STUDENT HEALTH AND SAFETY POLICY OF GLOBAL BUSINESS ACADEMY (GBA)

As educators we are asked to care about the health and safety of our students. We are asked to model safe and healthy behaviors.

Student Injury (during the school day)

In case of student injury the school office shall be notified immediately. If the office cannot be reached, send two students to the office immediately. If an ambulance is needed, the office will contact an ambulance and/or additional emergency equipment. **Call 911** from a landline, if no assistance is available. Cell phones can be used to contact the **OC Fire Department/Paramedics at 714-573-6000**.

Under no circumstances should anyone accept a paramedic, doctor or nurse, attempt to move a student whose injuries prevent him/her from moving under his own power. A student's injury takes precedence over any activity underway.

If the injury occurs on a field trip, make every attempt to contact and get permission from the student's parents before you attempt to move the student or to authorize medical treatment. Only if this is not possible, or if the injury is serious enough in your opinion to warrant immediate emergency treatment, should you personally authorize such treatment by calling paramedic support or securing transportation to an emergency facility. In all cases, the faculty member in charge must have with him or her signed *Parental Release Form(s)*. (See the school office for these forms before your approved activity.) The faculty member in charge should continue trying to contact the student's parents. The faculty member responsible for the group or witnessing the accident should complete the **Accident Report Form** and file it with the School Office.

All injuries, regardless of the seriousness, must be reported to the school office/Principal, in writing, as soon as possible. If an injury occurs off-campus it should be reported to the as soon as possible.

Student Injury

The office staff, using first-aid kits available for this purpose, will handle minor cuts and abrasions or minor burns. If there is a question as to the seriousness of the injury, or the proper treatment, the Principal should be contacted for consultation and/or parent notification through the office. Serious injuries that obviously require immediate outside treatment by a physician or hospital will be given first aid only, and parent(s) will be contacted by the attendance office for transportation to treatment site. If the injury requires on-site emergency treatment, the paramedics will be contacted by calling 911. **Thorough documentation must be made** for any of the above problems and placed in the Principal's mailbox.

Student Illness

GBA faculty or office staff will NOT administer the treatment of minor illnesses such as headaches, coughs, sore throats or cold symptoms. When an illness requires a student to be sent home from school, the parent/legal guardian must be contacted for permission to send a student home by bus, or to be picked up by parent. If a parent cannot be contacted at home or work, the student must remain in the Office until either a parent is contacted or the school day ends. If immediate treatment seems necessary before the parent can be contacted, the paramedics should be called at 911.

Student Injury (Outside the normal school day)

When a student is injured, this injury must take precedence over whatever activity is taking place. The moderator or faculty member in charge should immediately evaluate the injury. If the injury is minor and can be easily treated, the faculty member should precede using necessary first-aid materials, and complete a *Student Injury Report* (obtained from the office) as soon as possible. If the injury is more serious--but not life-threatening and the student can move under his own power--the Parent/Guardian should be contacted by the faculty member for immediate pick-up and necessary medical referral. If the Parent/Guardian cannot be reached, the faculty member should proceed to transport the student only if the injury does not preclude his being safely moved under his own power. Be sure to take the *Parental Release Form* with you to the hospital. An accurate *Student Injury Report* must be completed and turned in to the office as soon as possible.

If the injury is **serious or an emergency**, the faculty member in charge should **call the paramedics at 911**. All before or after school activities, including sports must be held in

proximity to a telephone for emergency use. Once the paramedics have been notified, **the parent/guardian must be notified.** The faculty member in charge, or any available faculty/staff member, must stay with the student until the parent/guardian arrives to take charge of the student, either at the injury site, or the hospital. All injuries must be reported on the next school day, using the *Student Injury Report*. In emergency situations, the school administration must also be notified immediately following the injury.

Student Injury (After-School)

Injuries occurring after-school, if minor, should be treated by using one of the school's first-aid kits. A *Student Injury Report* should be completed by the Teacher and sent to the school office with details of the time, place, cause, and type of injury, treatment rendered and names of witnesses.

If the injury is **serious or an emergency**, the faculty/staff member in charge should call the paramedics at **911**. Once the paramedics have been notified, **the parent/guardian must be notified.** If paramedics are not needed, give first aid and immediately notify the student's parents. Parent phone numbers for phone and work are listed on the Student Emergency Card provided in the office. Parents must pick them up or accompany them.

Vision and Eye Protection

Teachers are asked to watch for indications of poor hearing or weak eyesight on the part of the students. Such cases should be "approved eye protective devices in all classes, shops, and laboratories when they are engaging in or observing the use of hazardous materials likely to cause injury to the eyes. Such eye protective devices shall meet the requirements of the American Safety Code." (Education Code Sections 12090-12094)

Passes to the Office

Students sent to the Office, except in an emergency, must carry a pass signed by their teacher. The office will, in turn, sign and time the pass when sending the student back to the classroom. In an emergency, be sure to send another student to assist the individual. The office will send the assistant back to the classroom with a pass.

Employee Injury

If an employee is injured while engaged in an assigned and approved school activity, the employee should report immediately to the office and complete a *Report of Employee Injury Form*. Staff personnel for minor injuries may administer first aid treatment. If the employee chooses to be seen by a physician, the school will complete the necessary referral forms. Employees sent for treatment cannot return to work without the proper medical release issued by the attending physician. This release must be presented to the Principal prior to returning to assigned work.

All Employee Injuries—no matter how minor—must be reported immediately following the injury. This is for your protection.

Reporting of Accidents

All accidents involving students, staff, or faculty—even those appearing to be minor—should be reported promptly to the Principal. If it is off-campus and serious in nature, it should be reported immediately by telephone.

The Accident

Report should include:

- a. Name and address of the injured person
- b. Time and nature of accident
- c. Type of injury involved
- d. Names and addresses of any witnesses, or outsiders involved.

LIABILITY AND NEGLIGENCE

Actions by an employee contrary to these written policies can result in the employee's personal liability in the event of an accident.

To avoid possible legal claims of negligence, designated moderators of an activity should be specifically qualified to supervise that specific activity. This is of particular importance when special certification/licensing (scuba diving, mountain climbing, fishing, rocketry, etc.) Exists to verify such qualifications. Extensive experience can also be a basis for substantiation. Prior accidents/mishaps of even a minor nature during a similar event can compromise that moderator's qualifications for

subsequent future events. Under litigation it might be construed as school negligence for assigning a moderator who previously demonstrated incompetence.

Other examples of potential legal negligence include the following:

1. Permitting students to be out of the instructor's direct supervision (even if transported by a bus driven by others).
2. Physical impairment of moderator due to medications, drugs or alcohol, or predictable based upon personal physical factors such as heart weakness, etc.
3. Taking students on an activity requiring special knowledge, experience or skill without any documented prior testing to certify the students' possession of a reasonable level of competence.
4. Failure to establish and communicate to the students involved prudent rules and regulations to serve as guidelines for their safe conduct or performance.

General Liability Insurance

The school does carry a blanket Liability Policy. This affords protection from claims arising either on Institute property or sponsored activities elsewhere. Employees and volunteer workers are covered only while acting within their assigned duties, subject to such potential exclusions as negligence, as above. Employees are also covered under Workers Compensation within the United States.

Automobile Liability

There is no **liability coverage provision for any employee vehicles**. Under normal circumstances faculty should not transport students in their personal vehicle. Consequently, use of faculty or student vehicles cannot be sanctioned for transportation of students. Further, the use by employees of their vehicles for a purpose not included in their own policies can cause their own coverage to be voided. There is no implicit or explicit prior approval for faculty to transport students.

Statements to the Press pending litigation

All faculty and staff are asked not to discuss pending litigation involving the school or its personnel with the Press. What you may say to the Press in an off-handed manner or

during an unguarded moment may have serious repercussions both to the individuals involved and to the school. Casual remarks can be taken out of context, blown out of proportion, or used to hurt those whom we wish to protect. Direct all inquiries to the Principal, Executive Director, or Director of Operation. Your best response is "I don't wish to discuss pending litigation."

Comprehensive School Safety Plan

Global Business Academy is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers GBA's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

Campus Safety and Security

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe entrances and exits. The school principal and office manager will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Traffic and Pedestrian Safety

Safe Passage To And From School

Youngsters must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:

- Traffic and pedestrian safety
- Bicycle Helmet Law
- Bus Safety
- Safe Routes to School
- Drop-off, pick-up, and parking procedures
- Exiting and entering a car
- Seat belt law use

Traffic Patterns and Drop-off/Pick up

GBA will develop appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Administrator

Assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.

Confer with local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points.

Review, distribute and post "Back-to-School Safety Tips".

Schedule Pedestrian and Bicycle Safety assemblies. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.

Recruit volunteers to participate in Volunteer Crossing Guard program.

Inform students, staff and parents of designated "Safe Routes", student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school.

This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.

Report continuing traffic non-compliance problems to local enforcement agency.

Responsibility of Administrator

- Administrator is to ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents.
- All designated drop-off/pick-up points are safe and at "curbside".
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion.
- Proper supervision is provided at any bus loading and unloading areas.

Releasing Students

GBA staff is responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or GBA counsel before releasing the student.

Visitors Policy

GBA encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon

entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit.

Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form will include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request:

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

GBA staff and the GBA Office will notify the office manager and principal upon arrival and should wear badges signifying that they are GBA employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any GBA management team member may be requested to register as a visitor at the discretion of the accompanying GBA management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to GBA's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outside's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outside who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outside. When a visitor/outside is directed to leave, the principal or designee shall inform the visitor/outside that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools will inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outside policy is subject to the further terms and conditions contained in GBA's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who Should be Fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that GBA is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with a GBA pupil while not in the presence of a credentialed GBA employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with a GBA pupil. This policy also applies to parents/guardians of GBA students who volunteer at the school and may have the occasion to be alone with an GBA pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at GBA schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for Fingerprinting

GBA pays for Live Scan (fingerprinting) services for employees, using school general funds.

Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club.

If that entity does not have funds available, the cost will be paid by the GBA Office or the school.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of GBA school, or otherwise may be likely to attempt to visit GBA school for any reason whatsoever.

In accordance with "Megan's Law", the principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at

<http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

GBA and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers.

If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) GBA will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law

enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (GBA recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of GBA);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. GBA recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and

- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

Emergency Preparedness

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

Drills

It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out.

Those drills are:

- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill:** A Civil Defense Drill should be conducted at least twice each school year following the (school's or GBA) Civil Defense Procedure.

- Earthquake Duck & Cover Drill: This drill should be performed twice per school year.
- Major Disaster Drill: This drill should be performed twice per school year so personnel are oriented to the (School or GBA) Major Disaster Plan.

Civil Defense Procedures

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the sound of the "Alert" signal:

- ¾ All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- ¾ Children on the playground or library will return to their assigned classrooms.
- ¾ Each teacher will stay in the classroom with his/her students.
- ¾ Each custodian will report to the school office for instructions.

At the sound of the "Take Cover" signal:

- ¾ Students will position themselves under desks or tables.
- ¾ Students on the playground or out of doors will drop, face down on the ground.
- ¾ Open all doors; leave windows as they are.
- ¾ The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

At the "All Clear" signal:

- ¾ Children will resume their regular class activities.

¾ When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.

¾ If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

Staff Responsibilities

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

Principal

¾ Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).

¾ Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.

¾ Provide for administration of first aid and request other emergency assistance as needed.

¾ Keep the GBA Office and your local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.

¾ Give directions to police in search clearing procedures and take full responsibility for search.

¾ Coordinate supervision of students and all clean-up or security efforts.

Teachers

¾ Carry out appropriate emergency procedures to ensure the safety and welfare of students.

¾ Supervise children and maintain calm and order.

¾ Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager

¾ Assist and take direction from the principal.

¾ Make sure first aid supplies are handy in case they are needed.

¾ Carry out other duties as assigned.

Custodial Engineers

Shut off the valves for gas, water, electricity and air conditioning (if necessary).

Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

Should assist teachers working with students to keep them safe, orderly and comfortable.

Be on call for Administrators' requests.

Community Council

In advance of emergencies, the Community Council should ensure the following emergency supplies are stored:

Student Emergency Packets (1 per student)

2 quarts of water

Solar blanket

Food for two days

Note from parents with emergency instructions

School Emergency Supplies:

First aid kits

Flashlights

Batteries

Radios

Megaphone

Walkie-talkies

Emergency Procedures

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Principal assesses the situation.

2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies GBA headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.

The First Aid team will consist of individuals assigned by the principal or designee.

Disaster Plans

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

Fire

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to after shocks.
5. Staff to follow emergency procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Principal and/or custodian notify the electrical company (Southern California Edison) at 800-655-4555.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify Local Gas Company.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and GBA headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.

4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone GBA headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Suicide Prevention

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.

1. An administrator who serves as the head of the school site shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors.
2. A preliminary assessment and referrals, as appropriate, will be completed by the designated "administrator", including a review of risk factors.
3. Parents must be informed of the student's actions or expressions of intent.

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Global Business Academy ("GBA") is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, GBA forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. GBA will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities. Furthermore, all programs and activities at GBA shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

Students

All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

GBA schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards should be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in GBA. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under GBA's "Discrimination/Harassment Student/Parent Complaint Procedure." Upon receipt of a harassment complaint the President/Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in GBA's "Discrimination/Harassment Student/Parent Complaint Procedure."

GBA's "Anti-Discrimination and Anti-Harassment Policy" and the "Discrimination/Harassment Student/Parent Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be mailed to parents/guardians.

Employees – Sexual Harassment

GBA forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. GBA will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions

- (1) **Conduct of a Sexual Nature** - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.
- (2) **Unwelcome Conduct of a Sexual Nature.**
 - a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
 - b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

- c) GBA prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

(1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:

- (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
- (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
- (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

(2) Specific Prohibitions--Administrators and Supervisors.

- a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
- b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

(3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

(4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. Reporting, Investigation, and Sanctions

(1) It is the express policy of GBA to encourage victims of sexual harassment to report such claims. GBA understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of GBA should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.

- a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.
- b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.
- c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

(2) Every reported complaint of harassment will be investigated promptly and thoroughly by GBA. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, GBA will notify the complainant of the results of the investigation. GBA will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. GBA will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying GBA of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on GBA's employment law poster or by checking the state government listings in the local telephone directory.

Employees – All Other Kinds of Discrimination or Harassment

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

Complaint Procedure

GBA's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as detailed as possible, including the names of

individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. GBA will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If GBA determines that prohibited harassment or other conduct that violates a GBA policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Liability for Harassment

Any employee of GBA or GBA School, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. GBA does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, GBA reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

Prevention of Child Abuse Policy

GBA is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, GBA's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected

child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of GBA must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

Reporting Problems at the School Site

GBA maintains zero tolerance for abuse. Every member of any GBA community must participate actively in the protection of its students.

All GBA schools will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- All unused buildings and areas must be designated, posted and enforced as off-limits to children;
- All students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future GBA employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any GBA premises, he or she is required to immediately report their observations to the principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- "private time" with students,
- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility

of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

GBA will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

Employee Conduct with Students

All GBA and GBA School employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all GBA and GBA School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Alcohol, Tobacco, and Controlled Substances

All GBA and GBA School employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

Transportation of Students

GBA and GBA School employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

- a. With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b. If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c. Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d. Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;

- e. Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- f. The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- g. Whenever possible, two GBA or GBA School employees should collectively engage in the transportation activity.

Language

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of GBA's health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

Gifts

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

Attire

Employees must be appropriately and professionally dressed in presence of students. Each school may adopt its own dress code for employees and employees will be expected to follow that code.

Behavior

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

Physical contact with students

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:

- Handshakes;
- “High Fives” or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or
- consolation;
- brief sideways hugs; and
- holding hands while walking with small children.
- Inappropriate physical contact between employees and students include, but are not limited to:
 - full body hugs or lengthy embraces;
 - kisses;
 - holding small children on the lap;
 - touching bottoms, chests, knees, legs, , and/or genital areas;
 - showing affection in isolated or private areas;
 - sleeping with a student;
 - wrestling with students;
 - tickling students;
 - piggyback rides;
 - any type of massage;
 - any form of unwanted affection; and/or
 - any compliments that relate to physique or body development.

All GBA and GBA School employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,

- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,
- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

Appendix J

Scope and Sequence

SUBJECT: Math **GRADE: 6**

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Ratios, Rates, and Proportions	weeks 1-3	1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.; 1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).	Students will be able to discuss finding greatest common factors using a list of factors and using prime factorization, finding the least common multiple using a list of multiples and using prime factorization. It also covers real world examples, comparing using multiplication, three ways to write ratios, simplifying ratios, finding unit rates, defining proportions, solving problems using proportional relationships, and divisibility rules.	Acellus, Big Ideas Math, Course 1, Big Ideas Math (2015)	Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher-Made Tests, MDTP algebra readiness tests

<p>Fractions, Decimals, and Percents</p>	<p>weeks 4-6</p>	<p>1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips; 2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation; 2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$). was used for a given situation.</p>	<p>Students will be able to discuss changing decimals to fractions by writing what we say, and changing fractions to decimals by finding equivalent fractions, by dividing the numerator by the denominator, and by memorizing benchmark fractions. Also covered are converting percents to fractions and vice versa, converting percents to decimals and vice versa by using equivalent fractions and by moving the decimal. Other topics include percents greater than 100% and less than 1%, finding percent of a number using bar graphs, proportions, and multiplying by a decimal, solving percent problems, and the connections among fractions, decimals, and percents.</p>
<p>Decimal Computation</p>	<p>weeks 7-10</p>	<p>2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).</p>	<p>Students will be able to discuss adding and subtracting decimals, a review of whole number multiplication, multiplying and dividing decimals by whole numbers and by decimals, and the standard algorithm for dividing whole numbers.</p>

<p>Fractions</p>	<p>2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).</p>	<p>Students will be able to discuss multiplying fractions by whole numbers and by fractions, simplifying before multiplying fractions, reviewing mixed numbers and improper fractions, multiplying mixed numbers, dividing whole numbers and fractions by fractions, dividing mixed numbers, and the connection between multiplying decimals and fractions.</p>
<p>Integers and the Coordinate Plane</p>	<p>2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.</p>	<p>Students will be able to discuss real world situations where graphing is useful, graphing, absolute value, comparing and ordering, defining rational numbers, comparing and ordering rational numbers, and locating and graphing ordered pairs.</p>
<p>Expressions</p>	<p>1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.; 1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.</p>	<p>Students will be able to discuss the parts of an expression, writing verbal phrases as expressions, using exponents, numerical expressions, order of operations, algebraic expressions, substitution, the identity properties, using the distributive property to multiply mentally, to rewrite expressions, and to factor expressions, and equivalent expressions.</p>

<p>Equations</p>	<p>1.1 Write and solve one-step linear equations in one variable.; 1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.</p>	<p>Students will be able to discuss solving equations with substitution, solving and writing one step addition, subtraction, multiplication, and division equations, and solving equations with decimals, with fractions, with fractions using the lowest common multiple, and with cross products.</p>
<p>Functions and inequalities</p>	<p>2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.</p>	<p>Students will be able to discuss function tables, geometric and arithmetic sequences, function rules, writing equations representing functions, graphing linear functions, real world functions (tables and graphs), inequalities, writing and graphing inequalities, and solving one-step linear inequalities.</p>
<p>Area</p>	<p>3.1 Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = 1/2 bh$, $C = \pi d$—the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively). 3.2 Express in symbolic form simple relationships arising from geometry. ; 1.1 Understand the concept of a constant such as π know the formulas for the circumference and area of a circle.</p>	<p>Students will be able to discuss a review of polygons and discusses area of parallelograms, triangles, and trapezoids, finding missing lengths of parallelograms, triangles, and trapezoids, polygons on the coordinate plane, and area of composite figures.</p>

<p>Volume and Surface Area</p>	<p>weeks 29-30</p>	<p>1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.</p>	<p>Students will be able to discuss three-dimensional figures, volume of rectangular and triangular prisms, finding the missing dimensions of prisms, nets, surface area of rectangular prisms, and surface area of rectangular prisms, triangular prisms, and pyramids, all using nets.</p>	
<p>SUBJECT: Math Integers</p>	<p>GRADE: 7</p> <p>weeks 1-3</p>	<p>1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.; 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. 1.4 Differentiate between rational and irrational numbers.</p>	<p>Students will be able to discuss comparing, adding, subtracting, and multiplying integers, including the concepts of opposites, absolute value, and order of operations.</p>	<p>Acellus, Big Ideas Math, Course 2, Big Ideas Math (2015)</p>
<p>Decimals</p>	<p>weeks 4-6</p>	<p>1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.</p>	<p>Students will be able to discuss interpreting, comparing, estimating with, rounding, adding, subtracting, and multiplying decimals, as well as dividing decimals by whole numbers and by decimals, and converting percents to decimals.</p>	<p>Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher-Made Tests, MDTP algebra readiness tests</p>

<p>Fraction Basics</p>	<p>weeks 7-9</p>	<p>1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.</p>	<p>Students will be able to discuss greatest common factors, least common multiples, what fractions mean, how to reduce them, how to convert mixed fractions to improper fractions and vice versa, how to convert fractions to terminating and to repeating decimals, and ordering rational numbers.</p>
<p>Fraction Operations</p>	<p>weeks 10-12</p>	<p>1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.</p>	<p>Students will be able to discuss finding a common denominator, then delve into adding, subtracting, multiplying, and dividing simple fractions, mixed numbers, rational numbers, and negative fractions.</p>
<p>Fraction Expressions</p>	<p>weeks 13-15</p>	<p>1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.</p>	<p>Students will be able to discuss algebraic vocabulary regarding expressions and equations, evaluating expressions, simplifying and expanding expressions with integers and rational numbers, adding and subtracting rational coefficients, factoring algebraic expressions, recognizing equivalent expressions, and translating expressions.</p>
<p>Equations and Inequalities</p>	<p>weeks 16-17</p>	<p>2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.; 2.2 Add and subtract fractions by using factoring to find common denominators.</p>	<p>Students will be able to discuss writing equations, solving one- and two-step equations and equations with rational numbers and with variables on both sides. It also covers writing, graphing, and solving inequalities, as well as inequality word problems.</p>

Angles	weeks 18-19	<p>2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, squares, triangles, circles, prisms, and cylinders.</p>	<p>Students will be able to discuss adjacent, complementary, supplementary, reflex, and vertical angles, as well as angles that share a vertex, triangles and angles, and drawing triangles.</p>
2D Figures	weeks 20-21	<p>2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.</p>	<p>Students will be able to discuss area of parallelograms, triangles, and trapezoids, area and circumference and of circles, and area of irregular figures.</p>
3D Figures	weeks 22-23	<p>2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids.</p>	<p>Students will be able to discuss identifying 3D figures and nets, cross sections, and surface area and volume of prisms, pyramids, cylinders, and composite figures.</p>
Rates and Ratios	weeks 24-25	<p>1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.</p>	<p>Students will be able to discuss ratios, basics of proportions and proportions with fractions and percents, unit rate, scale factor, using a scale to calculate length, areas in scale drawings, and scaled drawings with different scales.</p>

<p>Proportionality</p>	<p>weeks 26-28</p>	<p>1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.</p>	<p>Students will be able to discuss direct proportionality in tables, graphs, verbal descriptions, and equations, and inverse proportionality in tables, graphs, and verbal descriptions.</p>	
<p>Statistics and Probability</p>	<p>weeks 29-30</p>	<p>1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.; 1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.</p>	<p>Students will be able to discuss mean, mode, median and range, box and whisker plots, random sampling, comparing data sets, probability models with categorical data and with frequencies, theoretical and experimental probability, and independent and dependent events.</p>	
<p>SUBJECT: Math</p>		<p>Grade: 8</p>		

<p>Algebraic Expressions with Integers</p>	<p>1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.</p>	<p>Students will be able to discuss linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$.</p>	<p>Acellus, Big Ideas Math Course 3, Big Ideas Learning (2015)</p>	<p>Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher-Made Tests, MDTP algebra readiness tests</p>
<p>Rational Numbers and Exponents</p>	<p>3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p>	<p>Students will be able to discuss that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p>		

Applying Irrational Numbers to Pythagorean Theorem	weeks 7-10	6. Explain a proof of the Pythagorean Theorem and its converse.	Students will be able to understand and apply the Pythagorean Theorem. Students will explain a proof of the Pythagorean Theorem and its converse.
Transformations	weeks 11-14	1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Students will be able to discuss and Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
Angles and Pairs of Lines	weeks 15-17	8G. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines	Students will be able to develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
Volume of Circular Solids	weeks 18-20	8.G.9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Students will be able to use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

Linear Functions	weeks 21-24	8. Solve linear equations in one variable.	Analyze and solve linear equations and pairs of simultaneous linear equations.
Systems of Linear Functions	weeks 25-27	8. Analyze and solve pairs of simultaneous linear equations.	Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ¹
Scatter Plots	weeks 28-30	8.SP Investigate patterns of association in bivariate data	Students will be able to construct and interpret scatter plots for bivariate measurements of data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
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SUBJECT: Algebra I Foundations of Algebra	weeks 1-2	1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable: 1.1 Students use properties of numbers assertions are true or false.	Students will be able to discuss verbal and algebraic expressions and algebraic patterns, order of operations, open sentences, basic properties of algebra, arithmetic with integers, and absolute value.
		Acellus, Algebra 1, California (Holt)	Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher-Made Tests, MDTP algebra readiness tests

Rational and Irrational Numbers	weeks 3-4	2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	Students will be able to discuss comparing, ordering, adding, subtracting, multiplying and dividing rational numbers, as well as square roots, squares, and irrationals.
Equations and Their Applications	weeks 5-6	3.0 Students solve equations and inequalities involving absolute values.	Students will be able to discuss one-step equations using addition, subtraction, multiplication, and division, as well as properties of equality, two-step equations, complement, supplement, number, perimeter, and angle problems, clearing fractions and decimals, consecutive integers, and multi-step and literal equations.
More Applications with Equations	weeks 7-8	4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.	Students will be able to discuss solving proportions. It also discusses similar triangles, percents, simple interest, percent of increase or decrease, probability and odds, mixtures, and uniform motion.
Foundations of Graphing	weeks 9-10	6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).	Students will be able to discuss ordered pairs and relations, graphing linear equations, writing equations from relations, definitions of and calculating slope, and point-slope and slope-intercept formulas.

More Graphing Concepts	weeks 11-12	7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.	Students will be able to discuss shortcuts to graphing, parallel and perpendicular slopes and equations of them, midpoints, graphing absolute value, parabolas, and solving equations with a calculator.
Inequalities	week 13-14	5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	Students will be able to discuss solving inequalities using addition, subtraction, multiplication, and division, as well as multi-step inequalities and graphing inequalities.
Systems of Equations	weeks 15-16	9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to sketch the solution sets. able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	Students will be able to discuss solving systems of equations by graphing, substitution, addition, and multiplications. It also discusses graphing systems of inequalities.
Polynomials	weeks 17-19	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.	Students will be able to discuss polynomials and uses algebra tiles to demonstrate them, as well as to demonstrate adding, subtracting, multiplying, and dividing polynomials. It also discusses multiplying polynomials by monomials.

<p>More Operations with Polynomials</p>	<p>weeks 20-22</p>	<p>11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.</p>	<p>Students will be able to discuss multiplying polynomials, special binomial products, factoring polynomials, binomial factors, and using FOIL for multiplying binomials and factoring. It also discusses using the zero product property to solve equations.</p>
<p>Rational Expressions</p>	<p>weeks 23-24</p>	<p>12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.</p>	<p>Students will be able to discuss simplifying, adding, subtracting, multiplying and dividing rational expressions, and dividing a polynomial by a binomial.</p>
<p>Radical Expressions and Equations</p>	<p>weeks 25-26</p>	<p>13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</p>	<p>Students will be able to discuss simplifying square roots and radical expressions, and rationalizing denominators. It also covers radical expressions and radical equations.</p>
<p>Distance Formula and Quadratic Equations</p>	<p>weeks 27-28</p>	<p>14.0 Students solve a quadratic equation by factoring or completing the square.</p>	<p>Students will be able to discuss explain the distance formula, quadratic equations, completing the square, the quadratic formula, and rules of exponents.</p>

<p>Bonus Lessons</p>	<p>15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p> <p>weeks 29-30</p>	<p>Students will be able to convert units for derived quantities, adding and subtracting quantities in and averaging data with different units, as well as conversion between measurement systems, piece-wise linear and exponential function, and modeling using exponential functions. Also covered are rate of change, linear and non-linear recursive formulas, modeling, probability and its complement, experimental, empirical, and conditional probability, the two-way table, th law of large numbers, combinations, Pascal's triangle, the rule of four, variations, analyzing situations including system so equations and systems of inequalities, and quadratic equation solutions and roots.</p>		
<p>Subject: Algebra II Algebraic Expressions</p>	<p>1.0 Students solve equations and inequalities involving absolute value.</p> <p>weeks 1-2</p>	<p>Students will be able to discuss algebraic expressions, sets of numbers, solving equations and inequalities, simplifying and evaluating, and absolute value</p>	<p>Acellus, Algebra 2 w/Trigonometry 5th Ed.</p>	<p>Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly</p>

<p>Functions</p>	<p>weeks 3-4</p>	<p>9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x-b)^2 + c$.</p>	<p>Students will be able to discuss the definition of a function, and covers direct variation, slope-intercept, point-slope, piece-wise defined functions, linear models, transformations of functions, absolute value functions, and inequalities in two variables.</p>
<p>Linear Systems</p>	<p>weeks 5-6</p>	<p>2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.</p>	<p>Students will be able to discuss solving graphically, substitution, elimination, systems of inequalities, linear programming, systems in three variables, and matrices.</p>
<p>Quadratic Functions</p>	<p>weeks 7-8</p>	<p>8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.</p>	<p>Students will be able to discuss transformations, standard form, quadratic regression, quadratic equations, quadratic formula, and quadratic inequalities, factoring, completing the square, complex numbers, and graphing and representing operations of complex numbers.</p>
<p>Polynomials</p>	<p>weeks 9-10</p>	<p>3.0 Students are adept at operations on polynomials, including long division.</p>	<p>Students will be able to discuss polynomial functions and equations, factored form, dividing polynomials, synthetic division, finding roots, the fundamental theorem of algebra, graphing polynomial functions, binomial theorem, and regression.</p>

Radical Functions	weeks 11-12	15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.	Students will be able to discuss properties of exponents, rational exponents, adding radicals, solving radical equations, composition of functions, inverse functions, and graphing radical functions.
Exponential and Logarithmic Functions	week 13-14	12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.	Students will be able to discuss exponential and logarithmic functions and equations, properties of logarithms, and compound interest.
Rational Fractions	weeks 15-16	7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.	Students will be able to discuss inverse variation, reciprocal functions, graphs of rational functions, adding, subtracting, multiplying, and dividing rational expressions, solving inequalities, and number theory.
Sequences and Series	weeks 17-19	22.0 Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.; 23.0 Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.	Students will be able to discuss explicit versus recursive definitions, and arithmetic and geometric sequences and series.

<p>Conic Sections</p>	<p>weeks 20-22</p>	<p>16.0 Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.</p>	<p>Students will be able to discuss definitions, parabolas, circles, ellipses, hyperbola, and quadratic systems.</p>
<p>Probability and Statistics</p>	<p>weeks 23-24</p>	<p>Summarize, represent, and interpret data on a single count or measurement variable; Summarize, represent, and interpret data on two categorical and quantitative variables; Interpret linear models</p>	<p>Students will be able to discuss permutations and combinations, probability, multiple events, conditional probability, probability models, analyzing data, standard deviation, samples and surveys, binomial and normal distributions, probability distribution functions, and expected value.</p>
<p>Matrices</p>	<p>weeks 25-26</p>	<p>2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.</p>	<p>Students will be able to discuss adding, subtracting, and multiplying matrices; inverses; solving systems using inverses; geometric transformations; and vectors.</p>
<p>Periodic Functions</p>	<p>weeks 27-28</p>	<p>25.0 Students use properties from number systems to justify steps in combining and simplifying functions.</p>	<p>Students will be able to discuss the definition of periodic; the unit circle; radian measure; the sine, cosine, and tangent functions; and reciprocal and translating trigonometric functions.</p>

<p>Trig Identities and Equations</p>	<p>weeks 29-30</p>	<p>2.0 Students know the definition of sine and cosine as y-and x-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.</p>	<p>Students will be able to discuss basic identities, solving and inverse trig functions, right triangles, the laws of sines and cosines, sum and difference identities, and double and half angle identities.</p>	<p>Acellus, Geometry, CA (Holt)</p>	<p>Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 F71:F86times/year, Teacher-Made Tests, MDTP algebra readiness tests</p>
<p>Subject: Geometry</p>					
<p>Tools of Geometry</p>	<p>weeks 1-2</p>	<p>1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p>	<p>Students will be able to discuss nets and perspective drawings, points, lines, planes, measuring segments and angles, angle pairs, basic construction, the coordinate plane, perimeter, circumference, and area.</p>		
<p>Reasoning and Proof 381 of 477</p>	<p>weeks 3-4</p>	<p>1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p>	<p>Students will be able to discuss inductive reasoning, conditional statements, biconditionals, deductive reasoning, and proofs.</p>		
<p>Parallel and Perpendicular Lines</p>	<p>week 5</p>	<p>2.0 Students write geometric proofs, including proofs by contradiction.; 3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</p>	<p>Students will be able to discuss transversals, parallel lines, proving parallel lines, parallel and perpendicular, angle sum theorem, more constructions, equations of lines, and slopes of parallel and perpendicular lines.</p>		
<p>Congruent Triangles</p>	<p>weeks 6-7</p>	<p>5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.</p>	<p>Students will be able to discuss congruent figures, SSS and SAS, ASA and SAA, corresponding parts, isosceles and equilateral, right triangles, and overlapping triangles.</p>		

Relationships Within Triangles	weeks 8-9	6.0 Students know and are able to use the triangle inequality theorem.	Students will be able to discuss midsegments, bisectors, centers of triangles, indirect proof, and inequalities in one and in two triangles.
Polygons	weeks 10-11	8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	Students will be able to discuss polygon angle sums, parallelograms, proving a parallelogram, rhombuses, rectangles, squares, proving special parallelograms, trapezoids and kites, polygons and coordinates, and using coordinates in proofs.
Similarity	week 12-13	13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.	Students will be able to discuss ratios and proportions, similar polygons, proving triangles similar, similarity in right triangles, and proportions in similar triangles.
Right Triangles and Trigonometry	weeks 14-15	14.0 Students prove the Pythagorean theorem.; 15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.	Students will be able to discuss the Pythagorean Theorem, special right triangles, trigonometry, angles of elevation and depression, the law of sine, and the law of cosine.
Transformations	weeks 16-18	22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.	Students will be able to discuss translations, reflections, rotations, compositions, congruence transformations, dilations, and similarity transformations.

Area	weeks 19-21	10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.	Students will be able to discuss areas of parallelograms, triangles, trapezoids, rhombuses, kites, regular polygons, circles, sectors, and perimeters and areas of similar figures. It also covers trigonometry and area, circles and arcs, area addition and subtraction, and geometric probability.
Surface Area and Volume	weeks 22-24	9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.	Students will be able to discuss polyhedra, surface areas and volumes of prisms, cylinders, pyramids, spheres, and similar solids, as well as volumes of cones.
Circles	week 25-26	8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	Students will be able to discuss tangent lines, chords and arcs, inscribed angles, angle measures and segment lengths, circles in the coordinate plane, and locus.
Probability	weeks 27-30	Summarize, represent, and interpret data on a single count or measurement variable; Summarize, represent, and interpret data on two categorical and quantitative variables; Interpret linear models	Students will be able to discuss experimental versus theoretical probability, probability distributions, permutations, combinations, compound probabilities, probability models, conditional probability, expected value, and two-way tables.
Subject: Trigonometry			

Preliminaries	weeks 1-2	1.0 Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.	Students will be able to discuss similarity and proportion, 30-60-90 and 45-45-90 right triangles, rationalizing the denominator, degrees, minutes, and seconds.	Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher-Made Tests, MDTP algebra readiness tests
Right Triangle Trigonometry	weeks 3-5	12.0 Students use trigonometry to determine unknown sides or angles in right triangles.	Students will be able to discuss sine, cosine and tangent, word problems for each, as well as pythagorean and tangent identities.	Acellus, Functions, Statistics and Trigonometry, The University of Chicago School Mathematics Project 2015
Circles	weeks 6-7	15.0 Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice versa.	Students will be able to discuss radians and special angles, arc length, sector area, extended angles - coterminal, unit circle, and new definitions.	
Additional Functions	weeks 8-9	8.0 Students know the definitions of the inverse trigonometric functions and can graph the functions.; 9.0 Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.	Students will be able to discuss reciprocal and inverse functions.	
Solving Non-Right Triangles	weeks 10-12	13.0 Students know the law of sines and the law of cosines and apply those laws to solve problems.	Students will be able to discuss areas of triangles and the laws of sines and cosines.	

<p>Vectors</p>	<p>week 13-15</p>	<p>4.0 Students graph functions of the form $f(t) = A \sin(Bt + C)$ or $f(t) = A \cos(Bt + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift.</p>	<p>Students will be able to discuss magnitude and directions, horizontal and vertical components, adding vectors geometrically and algebraically, and compass headings.</p>
<p>Powers, Roots, and Complex Numbers</p>	<p>weeks 16-18</p>	<p>2.0 Students know the definition of sine and cosine as y- and x-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.</p>	<p>Students will be able to discuss graphs of sine, cosine, tangent, secant, cosecant, and cotangent. Also covered are amplitude, period, horizontal and vertical translations, and a review of graphing concepts.</p>
<p>Identities</p>	<p>weeks 19-21</p>	<p>3.0 Students know the identity $\cos^2(x) + \sin^2(x) = 1$: 3.1 Students prove that this identity is equivalent to the Pythagorean theorem (i.e., students can prove this identity by using the Pythagorean theorem and, conversely, they can prove the Pythagorean theorem as a consequence of this identity); Students prove other trigonometric identities and simplify others by using the identity $\cos^2(x) + \sin^2(x) = 1$. For example, students use this identity to prove that $\sec^2(x) = \tan^2(x) + 1$.</p>	<p>Students will be able to discuss review identities and discusses cofunction and negative angle identities, and simplifying expressions.</p>

Solving Trigonometric Equations	weeks 22-24	4.0 Students graph functions of the form $f(t) = A \sin(Bt + C)$ or $f(t) = A \cos(Bt + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift.	Students will be able to discuss combining like terms, square roots, factoring, and quadratics.
More Identities	week 25-26	10.0 Students demonstrate an understanding of the addition formulas for sines and cosines and their proofs and can use those formulas to prove and/or simplify other trigonometric identities.	Students will be able to include sum and difference formulas for sine, cosine, and tangent, as well as double-angle formulas, and half-angle formulas.
Problem Solving	weeks 27-30	19.0 Students are adept at using trigonometry in a variety of applications and word problems.	Students will be able to discuss problem solving in trigonometry.
Subject: Pre-Calculus Functions	weeks 1-3	1.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity.	Students will be able to discuss definition, domain, range, continuity, increasing, decreasing, symmetry, asymptotes, end behavior, and extrema. Also presented are a function tool kit, piecewise defined functions, combining functions, composition, implicitly and parametrically defined, inverse functions, translations, dilations, modeling, and sequences.
			Acellus, Precalculus W/Limits:Graphi Approach
			Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher- Made Tests, MDTP algebra readiness tests

Polynomial, Power, and Rational	weeks 4-6	2.0 Students demonstrate an understanding of the formal definition and the graphical interpretation of continuity of a function.	Students will be able to discuss linear, quadratics, power, polynomial, long division, synthetic division, remainder and factor theorems, rational zeros, complex numbers and zeros, the fundamental theorem of algebra, rational functions and equations, inequalities, and interval notation.
Exponential, Logistic, and Logarithmic Functions	weeks 7-10	3.0 Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.	Students will be able to discuss exponential, logistic, modelling with sequences, logarithmic, properties of log functions, equation solving, compound interest, sum of a geometric sequence, continuous compounding, and exponential modeling.
Trigonometric Functions	weeks 11-14	3.0 Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.	Students will be able to discuss angles, arc length, trig functions of acute angles, special angles, circular functions, graphs of sine and cosine, translations of trig functions, tangent, cotangent, secant, cosecant, harmonic motion, and inverse trig functions.
Analytic Trigonometry	weeks 15-17	4.0 Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.	Students will be able to discuss basic identities, sums and differences, multiple angles, solving right triangle,s the laws of sines and cosines, and area.

<p>Vectors, Parametric, and Polar</p>	<p>weeks 18-19</p>	<p>5.0 Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.</p>	<p>Students will be able to discuss vectors, dot products, parametric equations, polar coordinates and their graphs, complex numbers in polar form, DeMoivre's Theorem, and complex roots.</p>
<p>Systems and Matrices</p>	<p>weeks 20-22</p>	<p>6.0 Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.</p>	<p>Students will be able to discuss solving systems of two equations, matrices, inverse matrices, and other uses of matrices. Also covered are multivariate systems and systems of inequalities.</p>
<p>Conics</p>	<p>weeks 23-25</p>	<p>16.0 Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.</p>	<p>Students will be able to discuss parabolas, completing the square, distance, midpoint, circles, ellipses, and hyperbolas.</p>
<p>Binomial Theorem and Regression</p>	<p>weeks 26-28</p>	<p>15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.</p>	<p>Students will be able to discuss binomial theorem and regression.</p>
<p>Calculus</p>	<p>weeks 29-30</p>	<p>27.0 Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.</p>	<p>Students will be able to discuss finding limits, tangent lines, and area under a curve.</p>
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<p>Subject: AP Calculus (AB Curriculum)</p>			

<p>Pre-Calculus Review</p>	<p>weeks 1-3</p>	<p>1.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity.</p>	<p>Students will be able to discuss parent functions, polynomial - trigonometric functions, as well as radical, rational, inverse, logarithmic, and exponential functions, and polynomial inequalities.</p>	<p>Acellus, Calculus of a Single Variable, 10th Ed, Cengage Learning 2014</p>	<p>Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher-Made Tests, MDTP algebra readiness tests</p>
<p>Limits and Continuity</p>	<p>weeks 4-6</p>	<p>2.0 Students demonstrate an understanding of the formal definition and the graphical interpretation of continuity of a function.</p>	<p>Students will be able to discuss computations of limits, indeterminate forms, limits to infinity, proving continuity, intermediate value theorem, and types of discontinuity.</p>		
<p>Derivatives: Part I</p>	<p>weeks 7-9</p>	<p>4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability; 4.1 Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.</p>	<p>Students will be able to discuss average versus instantaneous velocity, the tangent of $y=x^2$ and of $y=1/x$, the general rule of the derivative, derivatives of constant and linear functions, the power rule for derivatives, and combination rules: sum and difference, product rule, and quotient rule.</p>		

<p>Derivatives: Part II</p>	<p>weeks 10-12</p>	<p>4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability; 4.2 Students demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function.</p>	<p>Students will be able to discuss tangent and normal lines, approximating values of functions using local linearization, local linearity and differentiability, derivatives of trigonometric functions, product and quotient rules with trigonometric and algebraic functions, numerical derivative with a calculator, predicting what $f'(x)$ looks like graphically, and the graph of the derivative (calculator based).</p>
<p>Derivatives: Part III</p>	<p>weeks 13-15</p>	<p>4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability; 4.3 Students understand the relation between differentiability and continuity.</p>	<p>Students will be able to discuss the chain rule and chain rule activity, velocity of a particle in motion, acceleration with analysis, implicit differentiation: the differential method and the y' method.</p>

<p>Derivatives: Part IV</p>	<p>weeks 16-17</p>	<p>4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability; 4.4 Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.</p>	<p>Students will be able to discuss the derivative of the exponential function, inverse functions and derivatives, properties of logarithms, derivative of the logarithmic functions, logarithmic differentiation, combination rules, and derivatives of inverse trigonometric functions.</p>
<p>Derivatives: Part V</p>	<p>weeks 18-19</p>	<p>4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability; 4.4 Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.</p>	<p>Students will be able to discuss analysis using first and second derivatives, absolute extrema, optimization problems, related rates, and mean value theorem for derivatives.</p>
<p>Anti-Differentiation: Part I</p>	<p>weeks 20-21</p>	<p>15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.</p>	<p>Students will be able to discuss anti-differentiation, the chain rule and anti-differentiation, U-substitution, anti-derivatives with initial conditions, particle motion, exponential growth, decay and Newton's law of cooling, slope fields, and slope fields with initial value problems.</p>

<p>Anti-Differentiation: Part II</p>	<p>weeks 22-23</p>	<p>15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.</p>	<p>Students will be able to discuss definite integrals, the fundamental theorem of calculus, approximate area using numerical methods, Riemann Sums - midpoint, net area, definite integrals with calculator, properties of the definite integral, U-substitution with definite integrals, and the velocity/position connection.</p>
<p>Anti-Differentiation: Part III</p>	<p>weeks 24-25</p>	<p>15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.</p>	<p>Students will be able to discuss numerical approximations: the trapezoid rule, area under a curve, area of a region between two curves, and the average rule.</p>
<p>Anti-Differentiation: Part IV</p>	<p>weeks 26-28</p>	<p>15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.</p>	<p>Students will be able to discuss volumes of solids of revolution: the disc, washer, and shell methods, as well as volume of solids with known cross sections, arc length and surfaces of revolution, integration to find surface area, work problems, and liquid pressure and fluid force.</p>
<p>Anti-Differentiation: Part V</p>	<p>weeks 29-30</p>	<p>15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.</p>	<p>Students will be able to discuss integrals and integration by parts, Newton's Method, indeterminate forms and L'Hopital's Rule, inverse trigonometric integrals, velocity, acceleration, and preparing for the AP Calculus AP Exam.</p>
<p>Subject: AP Calculus (BC Curriculum)</p>			

Techniques of Integration	weeks 1-5	5.0 Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.	Students will be able to discuss the chain rule, u-substitution, expanding, separating the numerator, completing the square, dividing, adding and subtracting terms, trig identities, integration by parts, trig integrals, trig substitution, partial fractions, L'Hopital's Rule, improper integrals, and Euler's Method.	Acellus, Calculus, 10th Ed, Cengage Learning 2014	Math, Algebra I, Geometry, Algebra II CCSS Interim School-Based Quarterly Assessments 3-4 times/year, Teacher-Made Tests, MDTP algebra readiness tests
Sequences and Series	weeks 6-10	23.0 Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.	Students will be able to discuss sequences, telescoping series, integral test and p-series, and alternating series, direct and limit comparison tests, ratio and root tests, Taylor Polynomials and Taylor's Theorem, power series, and Taylor series for familiar functions.		
Parametric Equations	weeks 11-16	6.0 Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.	Students will be able to discuss derivatives and second derivatives of parametric equations, arc length, polar coordinates including area and arc length, and derivatives of polar functions.		

<p>Vectors</p>	<p>weeks 17-22</p>	<p>9.0 Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.</p>	<p>Students will be able to discuss dot and cross products, vector valued functions, differentiation, integrations, velocity, and acceleration.</p>
<p>AP Practice</p>	<p>weeks 23-30</p>	<p>27.0 Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.</p>	<p>Students will be able to practice with problems such as those encountered on the AP Calculus BC exam.</p>

SUBJECT: Life Science Curriculum
GRADE: 6

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Unit 1 – Exploring Science	weeks 1-2	<ol style="list-style-type: none"> 1. Plate Tectonics and Earth's Structure 2. Shaping Earth's Surface 3. Heat (Thermal Energy) (Physical Science) 4. Energy in the Earth System 	<p>Students will be able to use metric system vocabulary, the scientific method, tools used in science, the microscope, and safety rules and symbols for science</p> <p>Students will be able to understand food webs and chains, the history of life on Earth, evidence of evolution, forest, land, and water biomes, cycles in nature and time, organisms and the environment, and conservation</p>	<p>Acellus, Focus On Life Science, CA Edition, Focus Life Science - Reading & Note Taking Guide A, B</p>	<p>Pre-test; post-test, Unit Test, Unit Quizzes, Interim SBAC assessments 3-4 times/year, Projects</p>
Unit 2 – Science and Nature	weeks 3-6	<ol style="list-style-type: none"> 5. Ecology (Life Science) 6. Resources 7. Investigation and Experimentation 	<p>Students will be able to understand five basic life processes, the basic needs and the chemistry of living things, cell theory, and levels of organization.</p>		
Unit 3 – The Nature of Life, Cells, and Classification of Organisms	weeks 7-9	<ol style="list-style-type: none"> 8. Develop a hypothesis. 9. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales 	<p>Students will be able to understand the classification, six Kingdoms, Viruses, Monerans, and Protists, and parts of a Moneran, animal-like Protists, and plant and fungus-like Protists</p>		
Unit 4 – Simple Kingdoms and Classification	weeks 10-11		<p>Students will be able to identify fungus, mushrooms, and multicellular algae, land and vascular plants, seeds, leaves and photosynthesis, gymnosperms, angiosperm flower parts, mold and graphing</p>		
Unit 5 – Fungi and Plants	weeks 12-13				

Unit 6 – Simple Invertebrates	microscopes, and binoculars) to perform tests, collect data, and display data.	Students will be able to identify sponges, cnidarians, mollusks, worms (with a spotlight on earthworms), groups of arthropods, characteristics of insects, echinoderms, and the parts of a starfish. Earthworm and starfish dissection labs are also included
Unit 7 – Vertebrate Animals	10. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables. 11. Communicate the steps and results from an investigation in written reports and oral presentations.	Students will be able to describe characteristics of fish, amphibians, reptiles, birds, and mammals. Knows the parts of bony fish and frogs, groups of reptiles, mammals, and placental mammals, types of birds, beaks, and feet, and how to use dichotomous keys. A frog dissection lab is also included Students will be able to
Unit 8 – Skeletal and Muscular System	12. Recognize whether evidence is consistent with a proposed explanation.	tounderstands types of tissue, characteristics of the skeletal system, bones, skeletal joints, what muscles and the muscular system are, and the muscles of the body
Unit 9 – Nutrition	13. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.	Students will be able to understand six food groups and the six basic nutrients, as well as the digestive system and its parts
Unit 10 – Major Systems of the Body	14. Interpret	Students will be able to major systems of the body, including the circulatory system, the heart, the blood, and the immune, respiratory, excretory, integumentary, and endocrine systems

Unit 11 – The Nervous System and Senses	weeks 26-27	Students will be able to understand central and peripheral nervous systems, the senses, and the systems of the body
Unit 12 – Reproductive System and Genetics	weeks 28-30	Students will be able to understand female and male reproductive systems, the history of genetics, probability, heredity, DNA, phases of meiosis, and asexual reproduction
Unit 13 – Alcohol, Drugs, and Tobacco	weeks 30-32	Students will be able to know the dangers of drugs, alcohol, and tobacco.

sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).

15. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a

7th grade-Earth Science Curriculum

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Unit 1 – Minerals	weeks 1	1. Plate Tectonics and Earth's Structure	Students will be able to understand minerals are and how they are identified, mined, and used	Acellus, Focus On Earth Science, CA Edition, Earth Science - Reading & Note Taking Guide A/B	Pre-test; project-find some mineral rocks, post-test, Unit Tests, Unit Quizzes, Interim SBAC assessments 3-4 times/year
Unit 2 – Rocks	weeks 2	2. Shaping Earth's Surface	Students will be able to understand the 'rock cycle,' as well as igneous, sedimentary, and metamorphic rock		
Unit 3 – Weathering and Soil	weeks 3	3. Heat (Thermal Energy) (Physical Science)	Students will be able to discuss mechanical versus chemical weathering, properties of soil, and how climate affects soil		
Unit 4 – Erosion and Deposition	weeks 4	4. Energy in the Earth System 5. Ecology (Life Science) 6. Resources	Students will be able to understand how the Earth's surface is built up and worn down, how water movement, waves, and wind shape the land, and how glaciers change land by moving sediment		

Unit 5 – Plate Tectonics	weeks 5	Students will be able to discuss composition versus the physical structure of the Earth, where the Earth's plates are located, how the continents drift, the plate boundaries, and how Earth's crust is deformed
Unit 6 – Earthquakes	weeks 6	Students will be able to understand what earthquakes are, how they are measured, and how to prepare for them
Unit 7 – Mountains and Volcanoes	weeks 7	Students will be able to understand how mountains are formed, what happens when a volcano erupts, what causes an eruption, and what types of volcanoes there are
Unit 8 – Earth's Past	weeks 8	Students will be able to understand relative and absolute dating, types of unconformities and fossils, and the geologic time scale
Unit 9 – Natural Resources	weeks 9-10	Students will be able to discuss renewable and non-renewable resources, with special emphasis on fossil fuels, conservation and recycling.
Unit 10 – Earth's Fresh Waters	weeks 11	Students will be able to understand the water cycle, and fresh water as a resource, frozen, and underground
Unit 11 – Ocean Systems	weeks 12	Students will be able to understand the Earth's oceans as connected systems, as well as the ocean floors, how ocean water moves, what waves are and what they do, and what causes tides

7. Investigation and Experimentation

8. Develop a hypothesis.

9. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

10. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

11. Communicate the steps and results from an investigation in written reports and oral presentations.

12. Recognize whether evidence is consistent with a

Unit 12 – Earth's Atmosphere	weeks 13	proposed explanation. 13. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.	Students will be able to discuss the composition of the atmosphere and its layers, air pressure, air quality and pollution
Unit 13 – Weather Factors	weeks 14-15		Students will be able to discuss the energy that we get from the sun, how heat transfer works and what it does for us, what wind is, the difference between local and global winds, and where the global wind belts are
Unit 14 – Weather Patterns	weeks 16-17	14. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).	Students will be able to discuss types of air masses and how they move, as well as types of fronts
Unit 15 – Weather Predictions	weeks 18-19		Students will be able to understand weather forecasting and technology, and how to read a weather map
Unit 16 – Earth in Space	weeks 20-21	15. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).	Students will be able to how Earth moves in space and it's seasons, gravity, and motion
Unit 17 – Earth's Moon	weeks 22		Students will be able to relate to the phases of the moon, the difference between lunar and solar eclipses, and the surface, origin, and characteristics of the moon
Unit 18 – Space Exploration	weeks 23		Students will be able to understand the history of rockets and how they work, multistage rockets, the space program, working in space, and the challenges we face in space
Unit 19 – The Sun	weeks 24		Students will be able to discuss the Sun's interior, its atmosphere, and its features

Unit 20 – Inner Planets	weeks 25	Students will be able to discuss the Earth, Mercury, Venus, and Mars planets
Unit 21 – Outer Planets – Gas Giants	weeks 26	Students will be able to discuss the outer planets, including Jupiter, Saturn, Uranus, Neptune, and Pluto
Unit 22 – Comets, Asteroids, and Meteors	weeks 27-28	Students will be able to comets, asteroids, and meteors
Unit 23 – Telescopes	weeks 29	Students will be able to understand electromagnetic radiation, different types of telescopes, and observatories
Unit 24 – Star	weeks 30	Students will be able to understand the classification and lives of stars and how to measure the distance to stars, as well as Hertzsprung-Russell diagrams, star systems, galaxies, and the expanding universe

8th grade-Physical Science Curriculum

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Unit 1 – Properties of Matter	weeks 1-2	1. Plate Tectonics and Earth's Structure 2. Shaping Earth's Surface 3. Heat (Thermal Energy) (Physical Science)	Students will be able to differentiate mass, volume, volume by displacement, and the states of matter including solid, liquid, gas, and plasma Students will be able to understand elements, atoms, the nucleus, electrons, atomic numbers, atomic mass, molecules, and compounds	Acellus., Focus On Physical Science, CA Edition, Physical Science - Reading & Note Taking Guide A/B	Pre-test; project- find some mineral rocks, post-test, Unit Tests, Unit Quizzes, Interim SBAC assessments 3-4 times/year
Unit 2 – Types of Matter	weeks 3-4				

Unit 3 – Changes in Matter	weeks 5-6	4. Energy in the Earth System 5. Ecology (Life Science) 6. Resources	Students will be able to differentiate physical and chemical changes in matter, including mixtures and solutions, the signs of a chemical change, the law of conservation of mass, and pure versus non-pure substances
Unit 4 – Forms of Energy	weeks 7-8	7. Investigation and Experimentation	Students will be able to solve problems related to energy, energy transformations, and the law of conservation of energy
Unit 5 – Heat	weeks 9-10	8. Develop a hypothesis.	Students will be able to understand what heat is, as well as conduction, convection, radiation, conductors, insulators, and thermal expansion
Unit 6 – Magnetism	weeks 11-12	9. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.	Students will be able to relate to what magnetism is, what causes it.
Unit 7 – Electricity	weeks 13-15	10. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.	Students will be able to solve problems involving electricity, the parts of a circuit, series circuits and parallel circuits, as well as high and low resistance
Unit 8 – Waves	weeks 16-17		Students will be able to what waves are, their characteristics, and how they travel, as well as transverse and longitudinal waves
Unit 9 – Sound	weeks 18-19		Students will be able to understand pitch, loudness, and how sound waves travel
Unit 10 – Electromagnetic Energy	weeks 20-21		Students will be able to understand electromagnetic energy, including high and low electromagnetic energy

Unit 11 – Light	weeks 22-23	11. Communicate the steps and results from an investigation in written reports and oral presentations.	Students will be able to understand and solve problems involving the law of reflection, transmission and refraction of light, and concave and convex lenses
Unit 12 – Forces	weeks 24-25	12. Recognize whether evidence is consistent with a proposed explanation.	Students will be able to understand force, balanced and unbalanced forces, friction, gravity, buoyancy, centripetal, and inertia
Unit 13 – Motion	weeks 26-27	13. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.	Students will be able to solve problems involving motion and Newton's first, second, and third laws of motion
Unit 14 – Work and Machines	weeks 28-29	14. Interpret	Students will be able to understand work, machines, mechanical advantage, efficiency, and how to make work easier
Unit 15 – Alternative Energy Sources	weeks 30-31		Students will be able to relate to energy resources, as well as fossil fuel, solar, hydro, wind, biomass, geothermal, and hydrogen energy

CHEMISTRY

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Introduction to Chemistry	Weeks 1	1. Atomic and Molecular Structure 2. Chemical Bonds 3. Conservation of Matter and Stoichiometry	Students will be able to discuss the study of chemistry, characteristics of matter, and the scientific method.	Acellus, Chemistry-Matter and Change, CA Edition	Pre-test, Post-test, Project Based Learning, Lab Based Learning, Unit Tests, Unit Quizzes, SBAC Interim Assessments 3-4 times/year
Language of Chemistry	Weeks 2-3	4. Gases and Their Properties 5. Acids and Bases 6. Solution 7. Chemical Thermodynamics 8. Reaction Rates 9. Chemical Equilibrium 10. Organic and Biochemistry 11. Nuclear Processes 12. Identify and communicate sources of unavoidable experimental error.	Students will be able to discuss SI units and prefixes, conversions between SI units for temperature, derived units for volume and density, unit conversion in dimensional analysis, data analysis, significant figures and rounding, and calculations using significant figures in addition, subtraction, multiplication, and division.		
Properties and Changes of Matter	Weeks 4-5	13. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. 14. Formulate explanations by using logic and evidence. 15. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	Students will be able to discuss states and properties of matter, physical versus chemical changes, elements versus compounds, and types of mixtures.		
The Atom	Weeks 6-7	16. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of	Students will be able to discuss the organization of the atom, what makes atoms different, quantum theory as it relates to the atom, and electronic configuration.		
Periodic Table	Weeks 8-9		Students will be able to discuss the modern periodic table, electronic configuration and periodicity, and periodic trends.		

Chemical Bonding – Ions and Metals	weeks 10-11	<p>reality.</p> <p>17. Read and interpret topographic and geologic maps.</p> <p>18. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).</p> <p>19. Recognize the issues of statistical variability and the need for controlled tests.</p> <p>20. Recognize the cumulative nature of scientific evidence.</p> <p>21. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p> <p>22. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p> <p>23. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and</p>	<p>Students will be able to discuss valence electrons, ionic bonds and compounds, properties and formulas of ionic compounds, and names of ions and ionic compounds.</p> <p>Students will be able to discuss covalent bonds, single and multiple covalent bonds, the strength of covalent bonds, names of binary molecular compounds, naming acids, and Lewis Structures for covalent compounds and polyatomic ions.</p>
Molecular Shapes	Weeks 14-15		<p>Students will be able to discuss valence shell electron pair repulsion (VSEPR), electronegativity, and polarity.</p>
Chemical Equations	Weeks 16-17		<p>Students will be able to discuss chemical reactions, balancing chemical equations, types of chemical reactions, and reactions in water.</p>
The Mole	Weeks 18-19		<p>Students will be able to discuss what is a mole, how to convert moles to particles and to mass, the mole ratios of compounds, percent composition calculations, and empirical and molecular formula calculations.</p>
Stoichiometry	Weeks 20-21		<p>Students will be able to discuss chemical reactions in terms of stoichiometric calculations, including mole to mole, mole to mass, mass to mole, mass to mass, and percent yield.</p>

understand why objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).
 24. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

Solids, Liquids, and Gases	Weeks 22-23	Students will be able to discuss gases in terms of behavior, units, and the kinetic-molecular theory, and in terms of Dalton's Law of Partial Pressures. Also covered are liquids, solids, and the intermolecular forces that determine the state of matter.
Gas Laws	Weeks 24-25	Students will be able to discuss laws that pertain to gases, including Boyle's, Charles's, and Gay-Lussac's laws, as well as the Combined Gas Law and the Ideal Gas Law.
Mixtures and Solutions	Weeks 26-27	Students will be able to discuss heterogeneous and homogeneous mixtures, as well as concentration as percent by mass, percent by volume, molarity, dilution of molar solutions, molality, and mole fractions. Also covered are solvation in ionic and molecular compounds, solubility, and colligative properties.

Acids and Bases	Weeks 28-30	<p>Students will be able to discuss Arrhenius, Bronsted-Lowry, and Lewis Models, the strength of acids, weak acid ionization constants, the strength of bases, weak base ionization constant, hydrogen ions, ion product constant, pH and pOH, pH and OH⁻ calculations, pOH and pOH calculations, and pH and pOH strong acids and bases. Further discussion covers neutralization reactions for acids and bases.</p>	
Organic Chemistry	Weeks 31-32	<p>Students will be able to discuss hydrocarbons, including alkanes, drawing structures, straight-chain alkanes, and branched-chain alkanes.</p>	
Honors Chemistry Curriculum Introduction to Chemistry	Weeks 1-2	<ol style="list-style-type: none"> 1. Atomic and Molecular Structure 2. Chemical Bonds 3. Conservation of Matter and Stoichiometry 4. Gases and Their Properties 5. Acids and Bases 6. Solution 7. Chemical Thermodynamics 8. Reaction Rates 9. Chemical Equilibrium 10. Organic and Biochemistry 11. Nuclear Processes 12. Identify and communicate sources of unavoidable experimental error. 	<p>Students will be able to discuss the study of chemistry, the characteristics of matter, the scientific method, SI units and prefixes, conversions between SI units for temperature, derived units for volume and density, scientific notation for addition, subtraction, multiplication, and division, unit conversion in dimensional analysis, data analysis, significant figures and rounding, and calculations using significant figures in addition, subtraction, multiplication, and division.</p>
			<p>Pre-test, Post-test, Project Based Learning, Lab Based Learning, Unit Tests, Unit Quizzes, Interim SBAC assessments 3-4 times/year</p>

Matter, the Atom, the Periodic Table	Weeks 3-5	<p>13. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.</p> <p>14. Formulate explanations by using logic and evidence.</p> <p>15. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.</p> <p>16. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.</p> <p>17. Read and interpret topographic and geologic maps.</p> <p>18. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).</p> <p>19. Recognize the issues of statistical variability and the need for controlled tests.</p> <p>20. Recognize the cumulative nature of scientific evidence.</p> <p>21. Analyze situations and solve problems that require</p>	Students will be able to discuss states and properties of matter, physical versus chemical changes, and elements versus compounds. Also discussed are types of mixtures and separation methods for mixtures, the organization of the atom, what makes atoms different, and radioactive decay. Lastly, this unit covers quantum theory and the atom, electronic configuration, the modern periodic table, electronic configuration and periodicity, and periodic trends.
Chemical Bonding	Weeks 6-8		Students will be able to discuss valence electrons, ionic bonds and compounds, properties and formulas of ionic compounds, and names of ions and ionic compounds. Also discussed in this unit is covalent bonds, single and multiple covalent bonds, and the strength of covalent bonds.
Naming Compounds, Lewis Structures	Weeks 9-11		Students will be able to discuss names of binary molecular compounds, naming acids, and Lewis Structures, including covalent compounds, polyatomic ions, resonance, and exceptions.

Chemical Reactions	Weeks 12-13	<p>combining and applying concepts from more than one area of science.</p> <p>22. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p> <p>23. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).</p> <p>24. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.</p>	<p>Students will be able to discuss valence shell electron pair repulsion (VSEPR), electronegativity, polarity, chemical reactions, balancing chemical equations, types of chemical reactions, and reactions in water.</p>
The Mole	Weeks 14-15		<p>Students will be able to discuss what is a mole, how to convert moles to particles and to mass, the mole ratios of compounds, percent composition calculations, empirical and molecular formula calculations, and formulas of hydrates.</p>
Stoichiometry	Weeks 16-17		<p>Students will be able to discuss chemical reactions in terms of stoichiometric calculations, including mole to mole, mole to mass, mass to mole, mass to mass, limiting reactants, and percent yield.</p>
Solids, Liquids, and Gases	Weeks 17-19		<p>Students will be able to discuss gases in terms of behavior, units, and the kinetic-molecular theory, and in terms of Dalton's Law of Partial Pressures. Also covered are liquids, solids, and the intermolecular forces that determine the state of matter.</p>

Gas Laws	Weeks 20-22
Mixtures and Solutions	Weeks 23-25
Acids and Bases	Weeks 26-29

<p>Students will be able to discuss laws that pertain to gases, including Boyle's laws, Charles's laws, and Gay-Lussac's laws, as well as the Combined Gas Law and the Ideal Gas Law. Also discussed is stoichiometry in gases with volume-volume and volume-mass.</p>	<p>Students will be able to discuss heterogeneous and homogeneous mixtures, as well as concentration as percent by mass, percent by volume, molarity, dilution of molar solutions, molality, and mole fractions. Also covered are solvation in ionic and molecular compounds, solubility, and colligative properties.</p>	<p>Students will be able to discuss Arrhenius, Bronsted-Lowry, and Lewis Models, the strength of acids, weak acid ionization constants, the strength of bases, weak base ionization constant, hydrogen ions, ion product constant, pH and pOH, pH and H⁺ calculations, pOH and OH⁻ calculations, pH and pOH calculations, and pH and pOH strong acids and bases. Further discussion covers K_a calculations for weak acids, neutralization reactions for acids and bases, basic, acidic, and neutral salt solutions, and buffer solutions.</p>
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Organic Chemistry	Weeks 30-32	<p>Students will be able to discuss hydrocarbons, including alkanes, drawing structures, straight-chain, branched-chain, and cyclic alkanes, alkane structures from names, alkenes, alkynes, aromatics, isomers, substituted hydrocarbons with functional groups, halocarbons, alcohols, ethers, amines, aldehydes, ketones, carboxylic acid, including ester and amide, substitution and elimination reactions, addition reactions, oxidation-reduction reactions, and polymers.</p>	
AP[®] Chemistry Curriculum Introduction to Chemistry and Units of Measurement	Weeks 1	<ol style="list-style-type: none"> 1. Atomic and Molecular Structure 2. Chemical Bonds 3. Conservation of Matter and Stoichiometry 4. Gases and Their Properties 5. Acids and Bases 6. Solution 7. Chemical Thermodynamics 8. Reaction Rates 9. Chemical Equilibrium 10. Organic and Biochemistry 11. Nuclear Processes 12. Identify and communicate sources of unavoidable experimental error. 	Acellus, Chemistry 9E Students will be able to discuss why Study Chemistry, The Scientific Method, States of Matter: Solid, Liquid, and Gas, Elements, Compounds, Mixtures. Separation Methods for Mixtures, Physical Versus Chemical Changes, Physical Versus Chemical Properties, SI Units and Prefixes, SI Unit - Temperature - Conversion, SI Unit - Volume Derived Unit, SI Unit - Density Derived Unit, The Importance of a Lab Notebook, Lab - Thin Layer Chromatography
			Pre-test, Post-test, Project Based Learning, Lab Based Learning, Unit Tests, Unit Quizzes, Interim SBAC assessments 3-4 times/year

<p>Uncertainty in Data</p>	<p>Weeks 2</p>	<p>13. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. 14. Formulate explanations by using logic and evidence. 15. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions. 16. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.</p>	<p>Students will be able to discuss measured and Exact Numbers, Significant Figures and Rounding, Significant Figures - Add and Subtract, Significant Figures - Multiply and Divide, Data Analysis - Precision and Accuracy, Scientific Notation, Scientific Notation - Add and Subtract, Scientific Notation - Multiply and Divide, Dimensional Analysis - Unit Conversion, Dimensional Analysis - Units Raised to a Power</p>
<p>Atomic Theory</p>	<p>Weeks 3</p>	<p>17. Read and interpret topographic and geologic maps. 18. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem). 19. Recognize the issues of statistical variability and the need for controlled tests.</p>	<p>Students will be able to discuss law of Conservation of Mass, Law of Definite Proportions, Law of Multiple Proportions, Early Theory and John Dalton's Atomic Theory.</p>
<p>Atomic Structures</p>	<p>Weeks 4</p>	<p></p>	<p>Students will be able to discuss organization of the Atom, Different Atoms, Isotopes, Periodic Law and Periodic Table, Ions, Atomic Mass, The Mole, Moles to Atoms, Mass to Moles, Lab - Synthesis of Alum.</p>

Chemical Formulas and Models - Ionic Compounds	Weeks 5	<p>20. Recognize the cumulative nature of scientific evidence.</p> <p>21. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p> <p>22. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p> <p>23. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).</p> <p>24. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.</p>	<p>Students will be able to discuss types of Chemical Bonds, Types of Chemical Formulas and Molecular Models, Elements and Compounds - Atomic View, Properties of Ionic Compounds, Formulas of Ionic Compounds, Names of Ions, Metals with a Single Charge State, Metals with Multiple Charge States, Polyatomic Ions, Naming Hydrates, Lab - Analysis of Calcium in Hard Water.</p>
Covalent Molecular Compounds	Weeks 6		<p>Students will be able to discuss names of Binary Molecular Compounds, Naming Acids, Calculating Formula Mass and Molar Mass, Moles to Particles, Moles to Mass, Mole Ratios of Compounds, Percent Composition Calculations, Empirical Formula Calculations, Molecular Formula Calculations, Combustion Analysis - Empirical Formula, Lab - Determining the Formula of a Hydrate.</p>
Chemical Equations and Stoichiometry	Weeks 7		<p>Students will be able to discuss chemical Reactions - Balancing Chemical Equations, Chemical Reactions and How Much?, Mole to Mole, Mole to Mass or Mass to Mole, Mass to Mass, Limiting Reactants, Percent Yield, Lab - Mole Ratios in Chemical Reactions</p>

Chemical Reactions	Weeks 8
Gases	Weeks 9-10

<p>Students will be able to discuss reactions in Water, Precipitation Reactions, Acids and Bases - Neutralization Reactions, Gas-Evolution Reactions, Oxidation-Reduction Reactions, Combustion Reactions, Lab - Redox Titration</p>	<p>Students will be able to discuss gases - Pressure Units, Gases - Boyle's Law, Gases - Charles's Law, Gases - Avogadro's Law, Gases - Gay-Lussac's Law, Gases - Combined Gas Law, Gases - Ideal Gas Law, Gases - Ideal Gas Law - Molar Mass and Density, Lab - Determining the Molar Volume of a Gas, Gases - Dalton's Law of Partial Pressures, Gases - Stoichiometry - Volume-Volume Gases - Stoichiometry - Volume-Mass, Gases - Kinetic Molecular Theory, Gases - Behavior, Real Gases - Effect of Particle Volume, Real Gases - Effect of Intermolecular Forces, Real Gases - Van der Waals Equation, Gases - The Atmosphere, Lab - Determine Molar Volume of Volatile Liquid</p>
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Thermochemistry	Week 11
Quantum Mechanical Model of the Atom	Week 12-13

<p>Students will be able to discuss energy - Definitions and Units, The First Law of Thermodynamics, Heat, Work, Constant Volume Calorimetry, Enthalpy, Exothermic and Endothermic Reactions, Constant Pressure Calorimetry, Hess's Law, Standard Heats of Formation, Calculating Enthalpy Change for a Reaction, Energy Use and Environmental Consequences.</p>	<p>Students will be able to discuss wave Nature of Light, Electromagnetic Spectrum/Light - Particle Nature, Atomic Spectroscopy and the Bohr Model, Wave Nature of Matter, Quantum Mechanics Model for Atom, Atomic Spectroscopy, Atomic Orbital Shapes, Electronic Configuration of Atoms, Valence Electrons, Electronic Configuration and Periodicity, Periodic Trends - Atomic Size/Electronegativity, Electronic Configuration of Ions, Electronic Configuration of Ions - Radii, Periodic Trends - Ionization Energy, Periodic Trends - Electron Affinity, Periodic Trends - Metallic Character.</p>
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Chemical Bonds - Ionic Bonds	Week 14
Chemical Bonds - Covalent Bonds	Week 15
Molecular Shapes and VSEPR	Week 16

Students will be able to discuss types of Bonds and Formation, Lewis Dot Structure for Atoms, Ionic Bonds and Electron Transfer, Trends in Lattice Energy - Ion Size, Trends in Lattice Energy - Charge, Properties of Ionic Bonding.
Students will be able to discuss covalent Bond and Single Covalent Bond, Multiple Covalent Bond, Electronegativity, Polarity, Percent Ionic Character, Lewis Structure - Covalent Compound, Lewis Structure - Polyatomic Ions, Lewis Structure - Resonance, Lewis Structure - Formal Charge, Lewis Structure - Exceptions, Bond Energy, Bond Length, Bonding in Metals.
Students will be able to discuss VSEPR - Effect of Lone Pairs, Molecular Shapes of Large Molecules, Molecular Shapes and Polarity Hybridization, Molecular Orbital Theory - Period 1 Elements, Molecular Orbital Theory - Period 2 Elements.

Liquids, Solids and Intermolecular Forces	Week 17-18
Solutions	Week 19

<p>Students will be able to discuss solids, Liquids, and Gases - Comparison, Intermolecular Forces Determine State of Matter, Liquids, Solids, Vaporization and Vapor Pressure, Clausius-Clapeyron Equation - Heat of Vaporization, Clausius-Clapeyron Equation - Vapor Pressure, Critical Point, Sublimation and Fusion, Phase Diagrams, Crystalline Solids, Crystalline Solids - Types.</p>	<p>Students will be able to discuss homogeneous Mixture, Solution Formation, Solvation - Ionic and Molecular Compounds, Solubility, Concentration - Percent by Mass, Concentration - Percent by Volume, Concentration - Molarity, Concentration - Dilution of Molar Solutions, Concentration - Molality, Concentration - Mole Fraction and Mole Percent, Vapor Pressure - Raoult's Law, Ideal and Non-Ideal Solutions, Colligative Properties - Boiling Point Elevation, Colligative Properties - Freezing Point Depression, Colligative Properties - Osmosis, Colligative Properties - Van't Hoff Factor, Heterogeneous Mixture - Colloids, Lab - Analysis of Alum.</p>
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Kinetics	Week 20	Students will be able to discuss reaction Rates, Rate Laws, Integrated Rate Law, Reaction Half-Life, Temperature Effects on Reaction Rates, Arrhenius Plots, Collision Model, Reaction Mechanisms, Rate Determining Steps, Catalysis, Lab - Kinetics of Crystal Violet.
Equilibrium	Week 21-22	Students will be able to discuss dynamic Equilibrium, Equilibrium Constant Expressions, Equilibrium Constant Values, Constant Expression and Chemical Equations, Equilibrium Constant Expression - Pressure, Heterogeneous Equilibria - Solids and Liquids, Equilibrium Constant - Calculations, Reaction Quotient, Equilibrium Concentration Calculations, Concentration Calculations - Initial Values, Pressure Calculations - Initial Values, Concentration Calculations - Approximations, Le Chatelier's Principle - Concentration Change, Pressure or Volume Change, Le Chatelier's Principle - Temperature, Lab - Determining the Equilibrium Constant.

Acids and Bases - Part 1	Week 23
Acids and Bases - Part 2	Week 24

<p>Students will be able to discuss properties of Acids and Bases, Arrhenius Model, Bronsted-Lowry Model, Lewis Model, Strength of Acids, Weak Acid Ionization Constants, Strength of Bases, Weak Base Ionization Constants, Hydrogen Ions and Ion Product Constant, pH and pOH +217 pH and H Calculations, pOH and OH Calculations, pH and pOH Calculations, pH and pOH of Strong Acids and Bases.</p>	<p>Students will be able to discuss K for Weak Acids - Known Concentrations a, K for Weak Acids - Unknown Concentrations a, K for Weak Acids - Quadratic Equation a, K Calculations for Weak Acids - pH a, Percent Ionization of Weak Acids, Mixtures of Acids - Strong and Weak, Mixtures of Acids - Weak and Weak, Cations as Weak Acids, Basic, Acidic, and Neutral Salt Solutions, Polyprotic Acids - Dilute Strong Acid, Polyprotic Acids - Weak Acid Calculations, Acid Rain, Lab - Acid-Base Titration.</p>
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Aqueous Ionic
Equilibrium

Week 25-26

Students will be able to discuss buffers, pH Buffer Calculations (Acid and Conjugate Base), Henderson-Hasselbalch Equation, pH Calculations with Addition of Acid or Base, pH Buffer Calculations (Base and Conjugate Acid), Buffer Capacity and Range, Titration - Strong Acid/Strong Base, Titration - Weak Acid/Strong Base, K_a , Molar Solubility, Relative Solubility sp , Common Ion Effect on Solubility, pH Effect on Solubility, Precipitation Reactions, Selective Precipitation, Effect of Complex Ion Equilibria on Solubility, Solubility of Amphoteric Metal Hydroxides, Lab - Determining K_a of a Weak Acid.

<p>Students will be able to discuss spontaneous and Nonspontaneous Reactions, Entropy and Second Law of Thermodynamics, Entropy and Changes of State, Entropy and Change to the Surroundings, Gibbs Free Energy, Standard Molar Entropies, Calculations of Standard Entropy Changes, Calculations of Free Energy Change - $G = H - TS$, Free Energies of Formation, Free Energy Change - Stepwise Reactions, Free Energy Change Nonstandard Conditions, Lab - Energy Content of Fuels.</p>	<p>Students will be able to discuss oxidation-Reduction - Acidic Solution, Oxidation-Reduction - Basic Solution, Voltaic/Galvanic Cells, Electrochemical Cell Notation, Standard Reduction Potentials, Lab - Electrochemistry, Predict Direction of Redox Reactions, Predict Metal Dissolution in Acid, Gibbs Free Energy and Standard Cell Potential, Standard Cell Potential and Equilibrium Constant, Standard Cell Potential and Nonstandard Conditions, Concentration Cells, Electrolytic Cells, Products of Electrolysis, Stoichiometry of Electrolysis, Lab - Lead Storage Batteries.</p>
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<p>Thermodynamics</p>	<p>Week 27</p>
<p>Electrochemistry</p>	<p>Week 28-29</p>

Nuclear Chemistry And
Radioactivity

Week 30

Students will be able to discuss
discovery and Types of
Radioactivity, Writing Nuclear
Equations, Predicting
Radioactive Decay, Half-Lives
Radio-Carbon Dating, Fission
and Fusion, Harmful Radiation,
Applications of Radioactivity

Organic Molecules

Week 31-32

Students will be able to discuss
organic Molecules - Properties,
Hydrocarbons - Alkanes ,
Hydrocarbons - Drawing
Structures, Hydrocarbons -
Alkanes - Straight-Chain
Alkanes, Hydrocarbons -
Alkanes - Branched-Chain
Alkanes, Hydrocarbons -
Alkanes - Cyclic Alkanes,
Hydrocarbons - Alkanes -
Structures from Names,
Hydrocarbons - Alkenes,
Hydrocarbons - Alkenes -
Nomenclature, Hydrocarbons -
Cycloalkenes - Nomenclature,
Hydrocarbons - Alkynes,
Hydrocarbons - Alkynes -
Nomenclature, Hydrocarbons -
Aromatic, Hydrocarbons -
Isomers, Substituted
Hydrocarbons - Functional
Groups, Halocarbons, Alcohols,
Ethers, Amines, Aldehydes,
Ketones, Carboxylic Acid,
Carboxylic Acid - Ester,
Carboxylic Acid - Amide,
Substitution Reactions,
Elimination Reactions, Addition
Reactions, Oxidation-Reduction
Reactions, Polymers.

Physics Curriculum

Introduction to Physics	Week 1	<ol style="list-style-type: none"> 1. Motion and Forces 2. Conservation of Energy and Momentum 3. Heat and Thermodynamics 4. Waves 5. Electric and Magnetic Phenomena 6. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. 7. Identify and communicate sources of unavoidable experimental error. 8. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. 9. Formulate explanations by using logic and evidence. 10. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions. 11. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality. 12. Read and interpret 	<p>Students will be able to discuss what is Physics, measured numbers, using significant digits, scientific notation, and the metric system, math with units, and conversions.</p> <p>Students will be able to discuss position and displacement, average velocity, position graphs, velocity graphs and acceleration, positive, minus, and zero acceleration, 1-D kinematic equations, using motion equations, solving motion problems, and solving a quadratic for time.</p> <p>Students will be able to discuss vectors an 2-D motion, graphical addition of vectors, vector components, vector magnitude and direction, analytical addition of vectors, breaking down and solving 2-D motion, and projectile motion.</p> <p>Students will be able to discuss dynamics and discusses Newton's second law – single force, Newton's first law, multiple forces, weight, Newton's third law and normal force, kinetic and static friction, how to do 2-D force problems and examples of these problems, inclined plane and examples of inclined plane.</p>	<p>Acellus, Glencoe Science Physics: Principles and Problems, Glencoe 2005 Conceptual Physics 10/e, Pearson Addison Wesley 2006</p> <p>Pre-test, Post-test, Project Based Learning, Lab Based Learning, Unit Tests, Unit Quizzes, Interim SBAC assessments 3-4 times/year</p>
1-D Kinematics	Week 2-4			
Vectors and 2-D Kinematics	Week 3-5			
Forces and Newton's Laws	Week 6-7			

Circular Motion and Gravity	Week 8-9	<p>topographic and geologic maps.</p> <p>13. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).</p>	<p>Students will be able to discuss uniform circular motion, centripetal force and acceleration, period, centripetal force, and the force and acceleration of gravity, as well as gravity and orbits.</p>
Energy	Week 10-11	<p>14. Recognize the issues of statistical variability and the need for controlled tests.</p> <p>15. Recognize the cumulative nature of scientific evidence.</p> <p>16. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p>	<p>Students will be able to discuss work, including positive and negative work, work and energy, kinetic energy, gravitational potential energy, mechanical energy, energy problems with and without work, and power.</p>
Momentum	Week 12-13	<p>17. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p>	<p>Students will be able to discuss momentum, impulse, conservation of momentum, collisions, inelastic collisions, and recoil.</p>
Fluid Mechanics	Week 14-15	<p>18. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes</p>	<p>Students will be able to discuss fluids, pressure, pressure and depth, buoyant force, and flow rate.</p>
Thermodynamics	Week 16-17	<p>mistaken or fraudulent (as the</p>	<p>Students will be able to discuss heat, temperature, thermal expansion, heat and temperature change, calorimetry, phase change, measuring gases, behavior of gases, and the first law of thermodynamics.</p>

misleadingly (e.g., the
Pitdown Man fossil or
unidentified flying objects) and
that the theory is sometimes
wrong (e.g., the Ptolemaic
model of the movement of the
Sun, Moon, and planets).

Oscillations and Waves	Week 18-19	Students will be able to discuss oscillations, Hooke's Law, simple harmonic motion, period and frequency, oscillation of pendulums, waves, wave properties, interference, standing waves, and the standing wave equation.
Sound	Week 20-21	Students will be able to discuss sound waves, sound properties, and the speed of sound, as well as string instruments, open pipes, and closed pipes.
Light	Week 22-23	Students will be able to discuss light waves, color, the electromagnetic spectrum, reflection, index of refraction, refraction, and internal refraction.
Optics	Week 24-25	Students will be able to discuss lenses and images, ray tracing, a convex lens with a real image, magnification, and a convex lens with a virtual image.
Electric Forces	Week 26-28	Students will be able to discuss electric charges, Coulomb's Law, force from multiple charges, electric field, electric potential energy, electric potential, and potential difference.
DC Electric Circuits	Week 29-30	Students will be able to discuss electric current and circuits, resistance and Ohm's Law, simple circuits, electric power, series and parallel, and series and parallel resistors.

Magnetic Forces	Week 31-32	Magnetic forces, magnetic fields, magnetic field from a current and from current loops, and magnetic force on moving charges.		
AP Physics Curriculum			Acellus, Physics for Scientists and Engineers (2ed)	Pre-test, Post-test, Project Based Learning, Lab Based Learning, Unit Tests, Unit Quizzes, Interim SBAC assessments 3-4 times/year
Kinematics	Weeks 1-2	<ol style="list-style-type: none"> 1. Motion and Forces 2. Conservation of Energy and Momentum 3. Heat and Thermodynamics 4. Waves 5. Electric and Magnetic Phenomena 6. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. 7. Identify and communicate sources of unavoidable experimental error. 8. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. 9. Formulate explanations by using logic and evidence. 10. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions 	<p>Students will be able to discuss introduction to Algebra and Measuring Review, Trigonometry Review, Significant Digits, Introduction to Vectors, Describing Motion, Position vs. Time Graphs, Velocity vs. Time Graphs, Graphing Lab, Projectile Motion.</p>	
Dynamics	Weeks 3-5		<p>Students will be able to discuss force Diagrams, Newton's First and Second Laws, Newton's Second Law Lab, Newton's Third Law, Newton's Third Law Lab, Friction, Friction, Forces, Inclined Planes, The Atwood Machine</p>	
Circular Motion and Gravitation	Weeks 6-8		<p>Students will be able to discuss angular Measures, Circular Motion, Angular Motion, Centripetal Force, Circular Acceleration, Equations of Circular Motion, Gravity, Kepler's Laws of Motion, Gravitational Potential Energy, Apparent Weight.</p>	

Energy	Weeks 9-11	<p>11. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.</p> <p>12. Read and interpret topographic and geologic maps.</p> <p>13. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).</p> <p>14. Recognize the issues of statistical variability and the need for controlled tests.</p> <p>15. Recognize the cumulative nature of scientific evidence.</p> <p>16. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p> <p>17. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p> <p>18. Know that when an</p>	<p>Students will be able to discuss work and Angles, Work and Inclined Planes, Kinetic Energy, Energy Conservation, Mechanical Energy, Applications of Mechanical Energy, Mechanical Energy Lab, Power, Efficiency.</p>
Momentum	Weeks 12-13		<p>Students will be able to have an introduction to Momentum, Momentum on a Coordinate System, Introduction to Impulse, Graphical Analysis of Impulse, Conservation of Momentum, Collisions, Conservation of Momentum Lab.</p>
Rotational Motion	Weeks 15-16		<p>Students will be able to discuss center of Mass, Types of Motion, Rolling Motion, Calculations with Rolling Motion, Changes in Rotational Motion, Torque, Introduction to Equilibrium, Rotational Equilibrium, Static Equilibrium, Mechanical Equilibrium, Center of Gravity, Moment of Inertia, Calculations with Moment of Inertia, Rotational Work, Angular Momentum .</p>
Simple Harmonic Motion	Weeks 17-18		<p>Students will be able to discuss springs and Periodic Motion, Springs and Periodic Motion Lab, Springs and Mechanical Energy, Calculations with Simple Harmonic Motion, Pendulums, Pendulum Lab - Part 1/2/3/4</p>

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

Mechanical Waves	Weeks 19-21	Students will be able to discuss waves, Transverse Waves, Longitudinal Waves, Waves and Phase, Sound Waves, Frequencies - Part 1, 2 and 3, Doppler, Wave Interference, Nodes and Antinodes, Wave Intensity.
Electrostatics	Weeks 22-23	Students will be able to discuss electric Charge, Net Charge and Conservation of Charge, Conductors and Insulators, The Electroscope, Charging the Electroscope - Induction, Charging the Electroscope - Conduction, Coulomb's Law, The Electric Field, Drawing the Electric Field, Field Lines with Interacting Charges, Field Lines and Conductors, Potential Difference.
DC Circuits - Series Circuits	Weeks 24-26	Students will be able to discuss drawing Circuits, Complete Circuits, Current, Resistance and Resistivity, Series Circuits, Diagramming Series Circuits, Resistance with Series Circuits, Voltage with Series Circuits, Current with Series Circuits, Measurements with Series Circuits, Current in a Series Circuit, The Series Circuit: Advantages and Disadvantages.

<p>DC Circuits - Parallel Circuits</p>	<p>Weeks 27-29</p>	<p>Students will be able to discuss parallel Circuits, Diagramming Parallel Circuits, Resistance in Parallel Circuits, Voltage in Parallel Circuits, Current in Parallel Circuits, Measuring Current in Parallel Circuits, Measurements in Parallel Circuits, The Parallel Circuit: Advantages & Disadvantages, Experimental Analysis of Ohm's Law 116 Kirchhoff.</p>
<p>Problem Solving 1</p>	<p>Week 30</p>	<p>Students will be able to discuss vector Review/Angles, Parabolic Motion and Reference Frame, Vertical and Horizontal Motion, Horizontal and Vertical Components of Motion, Projectiles and Time Aloft, Projectiles and Launch Angle, Motion in the Y-Direction, Velocity and Acceleration - Part 1, 2, 3 and 4.</p>
<p>Problem Solving 2</p>	<p>Week 31</p>	<p>Students will be able to discuss spring Constants with Parallel Springs, Spring Constants with Series Springs, Pendulum Length, Angular Velocity, Tangential Velocity.</p>
<p>Problem Solving 3</p>	<p>Week 32</p>	<p>Applications of Newton's First Law, The Normal Force, Gravitational Attractions, Centripetal Forces and Satellites, Voltage Drop and Series Circuits, Inertia and the Reference Frame, The Normal Force and Inclined Planes, Contact Forces, Tension in a Rope.</p>

<p>Honors Physics Curriculum</p>	<p>Introduction to Physics</p>	<p>Week 1</p>	<p>1. Motion and Forces 2. Conservation of Energy and Momentum 3. Heat and Thermodynamics 4. Waves 5. Electric and Magnetic Phenomena</p>	<p>Students will be able to discuss what Physics is, measured numbers, using significant digits, scientific notation, and the metric system, math with units, and conversions.</p>	<p>Pre-test, Post-test, Project Based Learning, Lab Based Learning, Unit Tests, Unit Quizzes, Interim SBAC assessments 3-4 times/year</p>
<p>1-D Kinematics</p>	<p>Week 2</p>	<p>6. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. 7. Identify and communicate sources of unavoidable experimental error. 8. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. 9. Formulate explanations by using logic and evidence.</p>	<p>Students will be able to discuss position and displacement, average velocity, position graphs, velocity graphs and acceleration, positive, minus, and zero acceleration, 1-D kinematic equations, using motion equations, solving motion problems, free fall and gravity, solving a quadratic for time, and 2-part motion problems.</p>	<p>Acellus, Physics AP Ed, Pearson Prentice Hall 2007</p>	
<p>Vectors and 2-D Kinematics</p>	<p>Weeks 3-4</p>	<p>10. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions. 11. Distinguish between</p>	<p>Students will be able to discuss vectors an 2-D motion, graphical addition of vectors, vector components, vector magnitude and direction, analytical addition of vectors, unit vector notation, breaking down and solving 2-D motion, projectile motion, and range versus angle.</p>		

<p>Forces and Newton's Laws</p>	<p>Weeks 5</p>	<p>hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.</p> <p>12. Read and interpret topographic and geologic maps.</p> <p>13. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).</p> <p>14. Recognize the issues of statistical variability and the need for controlled tests.</p> <p>15. Recognize the cumulative nature of scientific evidence.</p> <p>16. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p> <p>17. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p> <p>18. Know that when an</p>	<p>Students will be able to discuss dynamics and discusses Newton's second law – single force, Newton's first law, multiple law and normal force, kinetic and static friction, friction problems, 2-D force problems and examples of these problems, inclined plane, examples of inclined plane, and inclined plane with friction.</p>
<p>Circular Motion and Gravity</p>	<p>Week 6</p>	<p>Students will be able to discuss uniform circular motion, centripetal force and acceleration, period, vertical circles, centripetal versus centrifugal force, and the force and acceleration of gravity, as well as gravity and orbits, and Kepler's Law.</p>	<p>Students will be able to discuss uniform circular motion, centripetal force and acceleration, period, vertical circles, centripetal versus centrifugal force, and the force and acceleration of gravity, as well as gravity and orbits, and Kepler's Law.</p>
<p>Energy</p>	<p>Weeks 7-8</p>	<p>Students will be able to discuss work, including positive and negative work, work and energy, kinetic energy, gravitational potential energy, mechanical energy, energy problems with and without work, energy of a pendulum, elastic potential energy, and power.</p>	<p>Students will be able to discuss work, including positive and negative work, work and energy, kinetic energy, gravitational potential energy, mechanical energy, energy problems with and without work, energy of a pendulum, elastic potential energy, and power.</p>
<p>Momentum</p>	<p>Week 9</p>	<p>Students will be able to discuss momentum, impulse, conservation of momentum, collisions, inelastic collisions, recoil, elastic collisions, and 2-D momentum.</p>	<p>Students will be able to discuss momentum, impulse, conservation of momentum, collisions, inelastic collisions, recoil, elastic collisions, and 2-D momentum.</p>

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

Rotational Motion	Weeks 10-11	Students will be able to discuss rotational kinematics, rotational motion problems, rotational and linear motion, torque, equilibrium, moment of inertia, rotational dynamics, rotational kinetic energy, and angular momentum.
Fluid Mechanics	Weeks 12-13	Students will be able to discuss fluids, pressure, pressure and depth, Pascal's principal, buoyant force, buoyant force with air, flow rate, bernoulli equation, and bernoulli examples.
Thermodynamics	Weeks 14-15	Students will be able to discuss heat, temperature, thermal expansion, heat and temperature change, calorimetry, phase change, calorimetry with phase changes, measuring gases, behavior of gases, kinetic theory of gases, the first law of thermodynamics, and heat engines.
Oscillations and Waves	Weeks 16-17	Students will be able to discuss oscillations, Hooke's Law, simple harmonic motion, period and frequency, energy in simple harmonic motion, oscillation of pendulums, waves, wave properties, interference, standing waves, and the standing wave equation.

Sound	Week 18
Light	Week 19
Optics	Week 20-21
Electric Forces	Weeks 22-23

Students will be able to discuss sound waves, sound properties, the speed of sound, and sound intensity, as well as string instruments, open pipes, closed pipes, and Doppler shift.
Students will be able to discuss light waves, color, the electromagnetic spectrum, reflection, index of refraction, refraction, internal refraction, dispersion, interference of light, diffraction grating, single slit diffraction, resolving power, thin films, and doppler shift of light.
Students will be able to discuss lenses and images, thin lens equation, ray tracing, a convex lens with a real image, magnification, and a convex lens with a virtual image, concave lens, optics of the eye, mirror equation, and mirror with virtual image.
Students will be able to discuss electric charges, Coulomb's Law, force from multiple charges, 2-D Coulomb's Law, electric field, electric field with multiple charges, electric field from charged plates, electric potential energy, electric potential, potential difference and E and V of charged plates.

DC Electric Circuits	Weeks 24-25	Students will be able to discuss electric current and circuits, resistance and Ohm's Law, simple circuits, electric power, series and parallel, and series and parallel resistors. Also discussed are systems of resistors, capacitors, energy in capacitors, systems of capacitors, and DC versus AC.	
Magnetic Forces	Weeks 26-27	Students will be able to discuss magnetic forces, magnetic fields, magnetic field from a current, from multiple wires, and from current loops, solenoids and electromagnets, and magnetic force on moving charges. Also covered are the right hand rule, motion of charges in B field, magnetic force on a current, and magnetic force in parallel wires.	
Induction	Weeks 28-30	Students will be able to discuss induction, magnetic flux, Faraday's Law, Lenz's Law, generators, transformers, and electromagnetic waves.	
Atomic Physics	Weeks 31-32	Students will be able to discuss structure of the atom, the photoelectric effect, atomic spectra, the Bohr model, matter waves, and lasers.	

UNIT 1 - Ecology

weeks 1-4

1. Cell Biology
2. Genetics (Meiosis and Fertilization)
3. Genetics (Mendel's Law)
4. Genetics (Molecular Biology)
5. Genetics (Biotechnology)
6. Ecology
7. Evolution (Population Genetics)
8. Evolution (Speciation)
9. Physiology
10. Physiology (Infection and Immunity)
11. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
12. Identify and communicate sources of unavoidable experimental error.
13. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
14. Formulate explanations by using logic and evidence.
15. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic

Students will be able to understand ecology and interdependence, the organization of the biosphere, producers, consumers, decomposition, the capturing of energy, the food web and food chain, energy versus nutrients, primary productivity, and symbiotic relationships. Also covered are competition, mutualism and commensalism, predation, camouflage and mimicry, parasitism, population growth, carrying capacity, what limits population growth, and ecological succession.

Acellus, McDougal Littell
Biology California:
Student Edition Grade

Pre- test, Post- test, Project based learning, Lab base learning, Unit tests, Unit quizzes, Interim SBAC assessments 3-4 times/year

UNIT 2- Cell Structure and Function

weeks 5-8

Students will be able to understand cell organelles, the nucleus, mitochondria, ribosomes, cell theory, eukaryotes versus prokaryotes golgi apparatus – endoplasmic reticulum, vacuoles and lysosome, and chloroplast.

Unit 3 – Cell Transport

weeks 9-12

Students will be able to understand cell membranes, cell walls, strength of solutions, osmosis, diffusion, active versus passive transport, endo and exocytosis, and facilitated diffusion

Unit 4 – Cellular Energy

weeks 13-16

Students will be able to understand how photosynthesis was discovered, the equation for photosynthesis and rates of photosynthesis. Also understands the equation for cellular respiration, ATP and ADP, chlorophyll, pigments, photosynthesis and cellular respiration

Unit 5 – Cell Division

weeks 17-20

Students will be able to understand mitosis, why cells divide, cancer, meiosis and crossing over, haploid and diploid, mitosis versus meiosis, asexual and sexual reproduction, the cell cycle, and cytokinesis

Unit 6 – Genetics

weeks 21-24

Students will be able to understand the contributions of Gregor Mendel to the science of genetics. Also covered are characters and traits, genotypes and phenotypes, genes and alleles, homozygous and heterozygous, fertilization, probability, Mendel's F1 cross, the law of segregation, Mendel's F2 Generation, incomplete dominance, codominance, multiple alleles, and polygenic versus single gene traits.

Unit 7 – DNA

weeks 25-27

Students will be able to understand the history, shape, and structure of DNA, as well as nucleosomes, replication, transcription, RNA, genetic code, translation, and mutations.

Unit 8 – Evolution

weeks 28-30

Students will be able to understand the work of Charles Darwin, the Galapagos, inherited variation and artificial selection, the evidence of evolution, natural selection, vestigial structures, allele frequencies, and changes in the population.

**HONORS BIOLOGY
UNIT TITLE**

DATE RANGE STANDARDS ADDRESSED

SWBAT

**MATERIALS AND
RESOURCES**

FORMAL ASSESSMENTS

Unit 1 -- Ecology

weeks 1-3

1. Cell Biology
2. Genetics (Meiosis and Fertilization)
3. Genetics (Mendel's Law)
4. Genetics (Molecular Biology)
5. Genetics (Biotechnology)
6. Ecology
7. Evolution (Population Genetics)
8. Evolution (Speciation)
9. Physiology
10. Physiology (Infection and Immunity)
11. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
12. Identify and communicate sources of unavoidable experimental error.
13. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
14. Formulate explanations by using logic and evidence.
15. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic

Acellus, Pearson
Baccalaureate Higher
Level Biology

Write an essay explaining the role of producers, consumers, and decomposers in ecosystem, Pre-test, Post-test, Project based learning, Lab base learning, Unit tests, Unit quizzes, Interim SBAC assessments 3-4 times/year

Students will be able to understand ecology and interdependence, the organization of the biosphere, producers, consumers, decomposition, the capturing of energy, the food web and food chain, ecological pyramids, the water, carbon, and nitrogen cycles, energy versus nutrients, primary productivity, and symbiotic relationships. Also covered are competition, mutualism and commensalism, predation, camouflage and mimicry, parasitism, significant species, population growth, carrying capacity, limits on population growth, and ecological succession.

Unit 2 -- Carbon Compounds

weeks 4-6

Students will be able to understand carbon, monomers and polymers, carbohydrates, variation of polysaccharides, lipids, nucleic acids, proteins, enzymes, and chemical reactions

Unit 3 – Cell Structure and Function

weeks 7-10

Understands the nucleus, mitochondria, ribosomes, cell theory, eukaryotes versus prokaryotes golgi apparatus – endoplasmic reticulum, vacuoles and lysosome, chloroplast, and endosymbiosis

Unit 4 – Cell Transport

weeks 11-14

Understands cell membranes, cell walls, strength of solutions, osmosis, diffusion, active versus passive transport, endo and exocytosis, and facilitated diffusion.

Unit 5 – Cellular Energy

weeks 15-17

Understands how photosynthesis was discovered, the equation for photosynthesis and rates of photosynthesis. Also discussed are the equation for cellular respiration, ATP and ADP, chlorophyll, pigments, stages of cellular respiration, fermentation, and photosynthesis and cellular respiration

Unit 6 – Cell Division

weeks 18-19

Understands mitosis, why cells divide, cancer, meiosis and crossing over, haploid and diploid, mitosis and meiosis, asexual and sexual reproduction, the cell cycle, and cytokinesis

Unit 7 – Genetic

weeks 20-22

Understands the contributions of Gregor Mendel to the science of genetics. Also covered are characters and traits, genotypes and phenotypes, genes and alleles, homozygous and heterozygous, fertilization, probability, Mendel's F1 cross, the law of segregation, Mendel's F2 Generation, incomplete dominance, codominance, multiple alleles, and polygenic versus single gene traits. In addition, this unit considers sex and autosomal chromosomes and karyotypes, genetic engineering, sex-linked genes, and genetic disorders

Unit 8 – DNA

weeks 23-27

Understands the history, shape, and structure of DNA, as well as nucleosomes, replication, transcription, RNA, genetic code, translation, mutations, and gene regulation

Unit 9 – Evolution

weeks 28- 30

Understands the work of Charles Darwin, the galapagos, inherited variation and artificial selection, the evidence of evolution, natural selection, vestigial structures, allele frequencies, changes in the population, and coevolution

AP BIOLOGY
UNIT TITLE

DATE RANGE STANDARDS ADDRESSED

SWBAT

MATERIALS AND
RESOURCES

FORMAL ASSESSMENTS

Unit 1 - Evolution Drives the Diversity and Unity of Life	weeks 1-2	<ol style="list-style-type: none"> 1. Cell Biology 2. Genetics (Meiosis and Fertilization) 3. Genetics (Mendel's Law) 4. Genetics (Molecular Biology) 5. Genetics (Biotechnology) 6. Ecology 7. Evolution (Population Genetics) 8. Evolution (Speciation) 9. Physiology 10. Physiology (Infection and Immunity) 11. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. 12. Identify and communicate sources of unavoidable experimental error. 13. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. 14. Formulate explanations by using logic and evidence. 15. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic 	<p>Understands Evidence for Evolution, Natural Selection - Descent with Modification, Hardy - Weinberg Theorem, Hardy - Weinberg Equilibrium, Biological Evolution, Phylogeny - Evolutionary History, Modern Synthesis Theory of Evolution</p>	<p>Acellus, Biology, AP Edition, 8th Edition</p>	<p>Pre- test, Post- test, Project based learning, Lab base learning, Unit tests, Unit quizzes, Interim SBAC assessments 3-4 times/year</p>
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Unit 2 - Water Potential

weeks 3-4

Understands Abiogenesis,
Properties of Water, Organic
Molecules, Origin of Cells,
Endosymbiosis, Characteristics
of Life, Cell Membranes –
Structure, Selective
Permeability, Diffusion and Cell
Size, Water Potential -
Concentration Gradient, Lab:
Water Potential

Unit 3 - Cell Structure

weeks 5-6

Understands Basic Cell
Structure, Prokaryotes,
Eukaryotes, Mitochondria and
Chloroplasts, Cytoskeleton,
Metabolism, Enzyme Structure
and Function, Denaturation,
Enzyme Catalyzed Ea, Enzyme
Kinetics; Lab: Fingertipase -
Enzyme Catalysis , Lab:
Calorimetry

Unit 4 - Cellular Respiration

weeks 7-8

Understands Respiration -
Photosynthesis , Glycolysis,
Anaerobic Respiration, Redox
Reactions, Aerobic Respiration
Overview, Glycolysis In Depth,
Citric Acid Cycle, Oxidative
Phosphorylation; Lab Demo:
Cellular Respiration

Unit 5 - Pigments and
Photosynthesis

weeks 9-10

Understands Photosynthesis
Overview, Plant Pigments, Light
Reactions, Photosystems,
Photophosphorylation, Carbon
Fixation (or Calvin Cycle),
Putting It Together -
Photosynthesis and Respiration,
Feedback Mechanisms, Cell
Communication44 Lab Demo:
Plant Pigments and
Photosynthesis

Unit 6 - The Cell Cycle

weeks 11-12

Understands Why Do Cells
Divide?, Origin of the Cell Cycle,
Chromosome Structure, Phases
of the Cycle, Variations in the
Cell Cycle, Control of the Cell
Cycle, Uncontrolled Cell Cycle,
Lab: Cell Division - Part I, , Lab:
Cell Division - Part III

Unit 7 - Mitosis and
Meiosis

weeks 13-14

Understands Two Types of Cell,
Reproduction, Meiosis
Overview, The Phase of
Meiosis, Meiosis and Genetic
Variation, Meiosis and Gamete
Formation, : Cell Division - Part
IV, Lab: Cell Division - Part V

Unit 8 - History of
Genetics

weeks 15-16

Understands History of
Genetics, Mendelian Theory of
Inheritance, Demo: Mendel
Inheritance, The Punnett
Square, Punnett Squares -
Monohybrid Crosses, Punnett
Squares - Dihybrid Crosses,
The Law of Probability, Practice
With Probability

Unit 9 - Human Genetics weeks 17-18

Understands Exceptions to Mendel's Rules, More Exceptions to Mendel's Rules, Human Genetics – Pedigrees, Practice with Pedigrees, Human Genetics – Karyotypes, Practice with Karyotypes

Unit 10 - Chromosomal Alterations weeks 19-20

Understands Diagramming Nondisjunction, Chromosomal Theory of Inheritance, Gene Mapping, Mutations, More Chromosomal Alterations; Lab: Genetics - Case I, Lab: Genetics - Case II, Lab: Genetics - Case III,

Unit 11 - DNA weeks 21-22

Understands The Race for the Double Helix, More Race for the Double Helix, The Structure of DNA, DNA Replication, DNA Replication - A Closer Look, Priming DNA Replication, The Central Dogma of Biology, Cracking the Genetic Code

Unit 12 - Genes weeks 23- 24

Understands From Nucleus to Cytoplasm, tRNA and rRNA, Gene Anatomy, Steps of Transcription, RNA Processing, Steps of Translation, Operons - Gene Expression in Prokaryotes, Control of Gene Expression in Eukaryotes, Biotechnology, Lab: Biotechnology

Unit 13 - Viruses and Bacteria weeks 25-26

Understands Biodiversity, Taxonomy of Biodiversity, Classification of Viruses, Evolution of Viruses - Part I, Evolution of Viruses - Part II, Evolution of Viruses - Part III, Genetics of Viruses, Classification of Bacteria, Anatomy of Bacteria, Genetics of Bacteria, Lab: Bacterial Transformation

Unit 14 - Classifications weeks 27 - 28

Understands Classification of Protista, Classification of Fungi, Classification of Plantae, Anatomy of a Plant, Plant Responses to Stimuli, Lab: Transpiration

Unit 15 - Animalia weeks 29

Understands Classification of Animalia, Divisions of Animalia, Development of Animalia, Nervous System, Immune System, Endocrine System, Animal Response to Stimuli, Learned Behaviors, Lab: Fruit Fly Behavior

Unit 16 - Ecosystems weeks 30

Understands Biological Hierarchy, Abiotic and Biotic Factors, Energy Flow in Ecosystem, Lab: Energy Dynamics, Lab: Energy Dynamics - Alternative #1, Lab: Energy Dynamics - Alternative #2, Biogeochemical Cycles, Earth's Terrestrial Biomes, Earth's Aquatic Biomes, Ecological Succession

Unit 17 - Population Growth and Interaction weeks 31

Understands Species Interaction, Population Dynamics, Growth Strategies

Language Arts GRADE: 6

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Short Story – Elements	weeks 1-3	<p>a. Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience.</p> <p>b. Obtain meaning from a variety of complex texts.</p> <p>c. Be well read as demonstrated by reading a variety of literary works representing different genres.</p> <p>d. Make informed interpretations of the purpose and meaning of literary works.</p> <p>e. Convey interpretations of the purpose and meaning of literary works.</p> <p>f. Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.</p> <p>g. Evaluate how the form and content of literary work contributes to its message and impact.</p> <p>h. Know key ideas and details</p> <p>i. Interpret and understand the craft and structure of texts</p> <p>j. Integrate and evaluate content based on knowledge and ideas learned</p> <p>k. Increase range of reading and level of text complexity</p>	<p>discusses the short story, including characterization and character traits, conflict, point-of-view, plot, making predictions, narrative, and summarization. The poem is also discussed, and comparing and contrasting genres. Pronoun types, pronoun shifts, and intensive pronouns are also covered, as well as using writing to show, not to tell.</p> <p>This unit discusses the short story, Lomax, including word impact on meaning and tone, and scene to overall structure. Also covered are denotation and connotation, synonyms, antonyms, using a Frayer Model, words with multiple meanings, prefixes, suffixes, and word roots. Also included are spelling tips, and context clues including definitions, synonyms, antonyms, and examples.</p> <p>This unit covers the genres folktale, fable, and myth. It uses the folktale The Fox and the Crow to illustrate theme and discusses reading graphic stories and using inference and conclusions. It uses the story of The Three Little Pigs to illustrate perspective and comparing and contrasting genres, and uses the essay Eulogy of a Dog to discuss vocabulary, author's purpose, and persuasive techniques. In addition, the biographical story, Corrie ten Boom is used to illustrate tone.</p> <p>This unit discusses poetry, including alliteration, similes, metaphors, rhyme and rhythm, and personification. Also covered are onomatopoeia in graphic stories, and vocabulary, hyperbole, and idiom in drama, as well as preview in narrative writing, laying the groundwork, story development, details – including parentheticals and nonrestrictive elements – and how to conclude a story well.</p> <p>This unit discusses informational versus narrative text, as well as sequence, description, and comparing/contrasting in an essay, cause/effect, problem/solution, main idea, supporting details, fact/opinion, and summarization in an article; and comparing and contrasting authors in biography and autobiography.</p> <p>This unit discusses argument, including what an argument is, claim and evidence in an article, comparing and contrasting author implications through photos, discussion types, and five discussion steps.</p> <p>This unit discusses text features, skimming, scanning, commonly-confused words, dictionary skills, combining sentences, conjunctions, sentence fragments, commonly misspelled words, subject-verb agreement, end-of-sentence punctuation, commas, apostrophes, titles, number, and capitalization.</p> <p>This unit discusses traits of formalized writing, the four-square writing approach for formatting a paper, choosing a topic/main idea, adding supporting details to a paper, writing a thesis, adding supporting details to paragraphs, adding transition words and personal stories, writing an introduction, "hooking" your readers, writing a conclusion, and drafting and finalizing your paper.</p> <p>This unit uses the short story Shooting Stars to discuss vocabulary, setting, shades of meaning, imagery, motivation, actions, and relationships. It also covers verb tense, action, helping, and linking verbs; and integrating information.</p> <p>This unit discusses researching a topic and writing a persuasive essay, including identifying your topic, doing research and gathering information, and reflecting on new information. It further covers planning, drafting, revising, editing, publishing, and presenting a persuasive essay.</p>	Acellus	<p>ELA CCSS: Interim School-Based Quarterly Assessment 3-4 times/year, NWEA MAP Acellus, Illuminate</p>
Vocabulary Building Strategies	weeks 4-6				
Reading for Meaning	weeks 7-10				
Figurative Language and Narrative Writing	weeks 11-14	<p>446 of 477</p>			
Reading for Information	weeks 15-17				
Argument and Persuasion	weeks 18-19				
Real-World Reading Skills	weeks 20-22				
Informative Writing	weeks 23-25				
Reading Across Genres	weeks 26-28				
Research and Persuasion	weeks 29-30				

LANGUAGE ARTS

GRADE: 8

UNIT TITLE	DATE RANGE	ESSENTIAL QUESTION(S)	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
from Tom Sawyer	weeks 1-3	What are readers thinking about as they read?	a. Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience. b. Obtain meaning from a variety of complex texts c. Be well read as demonstrated by reading a variety of literary works representing different genres. d. Make informed interpretations of the purpose and meaning of literary works. e. Convey interpretations of the purpose and meaning of literary works. f. Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions. g. Evaluate how the form and content of literary work contributes to its message and impact. h. Know key ideas and details and structure of texts i. Interpret and understand the craft based on knowledge and ideas learned k. increase range of reading and level of text complexity	This unit discusses the author, Mark Twain, and uses his novel, <i>Tom Sawyer</i> , to show examples of setting, character development, the literary device, irony, using context clues, the text structure of problem and solution, theme, and summarization. Also covered in this unit are subject/verb agreement, and the words affect and effect. This unit discusses plot, including analyzing plot, exposition, rising action, climax, falling action, and resolution. It also covers the literary devices foreshadowing and symbolism. It includes theme, and the words who and whom, and discusses the short story, <i>The Monkey's Paw</i> . This unit covers fictional narrative, including developing characters, using dialogue and transitions, and pre-writing, drafting, revising, and editing a narrative This unit discusses the poems <i>Paul Revere's Ride</i> and <i>Casey at the Bat</i> . It also discusses figurative language including imagery, personification, metaphor, and simile, as well as author's purpose and inferring. Also covered are rhyming and rhyme scheme, the literary device of suspense, academic vocabulary, reflexive and intensive pronouns, colons and semicolons, the words accept and except, and the author, Ernest Lawrence Thayer. This unit discusses the author Edgar Allan Poe and his short story, <i>The Tell-Tale Heart</i> . Also covered are point of view, the literary devices of mood, foreshadowing, and flashback, and the reading strategies of paraphrasing and drawing conclusions. Academic vocabulary, prefixes, suffixes, gerunds, participles, and infinitives are also included. This unit discusses the persuasive essay, including what a persuasive essay is, as well as how to analyze evidence and use parallelism, and how to pre-write, draft, revise, and edit a persuasive essay	Acellus	ELA CCSS, Interim School-Based Quarterly Assessment 3-4 times/year, NWEA MAP Acellus, illuminate
Monkey's Paw	weeks 4-7					
Narrative Writing	weeks 8-12	How is your style of writing influenced by purpose?				
Poems	weeks 13-15	How can we use evaluation and reflection to improve our writing?				
The Tell-Tale Heart	weeks 16-20	How might being able to recognize literary features help in appreciating literature?				
Persuasive Writing	weeks 21-25					
Grammar – A Retrieved Reformation	weeks 26-29	What is the purpose of applying grammar and mechanics skills?				
Grammar – Expository Writing	weeks 30-33					
The Lottery Ticket	weeks 34-37	Why do we need to evaluate what we read?				

SUBJECT:
ANCIENT
CIVILIZATION

GRADE: 6

CIVILIZATION

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Geography Review	Week 1	a. Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world. b. Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations. c. Deliberate on public issues which arise in a representative democracy. d. Use historical research to ask and answer questions about the past. e. Recognize that regions can be defined in cultural, physical, or political terms. f. Accurately interpret and summarize information from maps, charts, and graphs. g. Understand the building blocks of representative government. h. Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought. i. Recognize that events in the past inform the present. j. Understand the rich and varied achievements of diverse peoples	Students will be able to discuss: continents; oceans; latitude; longitude; global address; hemispheres; climate zones; parts of a map; types of maps: physical, political, historical, and distribution; and five themes of geography. Student will be able to discuss archaeology, primary and secondary sources, the Paleolithic (Old Stone) Age, the transition to the Neolithic Age, the Neolithic (New Stone) Age, and Oetzi, or the Iceman, a man from the Neolithic Period whose frozen body was found in the Alps.	Acellus and World History: Ancient Civilizations, McDougal Littell 2006	US History, Geography, Ancient Civilizations-CCSS Interim School-Based Assessments 3-4 times/year, Teacher-Made Tests Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics. unit tests, unit quizzes, Acellus, Illuminate
Archaeology	Week 2 - 3		Students will be able to discuss timelines, as well as a political map of the Middle East, the geography of Mesopotamia, benefits of flooding, cuneiform (the first system of writing), government and polytheism, Hammurabi's Code of Law, characteristics of a civilization, and the contributions made by Mesopotamia, Assyria and Chaldea.		
Mesopotamia	Week 4 - 5				

Egypt and Nubia	Week 6 - 9	<p>Students will be able to discuss the geography of Egypt, its social pyramid, religious practices in Egypt and daily life in Ancient Egypt. Also covered are the Old, Middle, and New Kingdoms, Hatshepsut, King Tut, Ramses II, and contributions made by Egypt. Also included are Nubia, the defeat of Egypt by Kush, and Meroe.</p>
Monotheistic Religions	Week 10 -11	<p>Students will be able to discuss religion, Abraham and the Covenant, Moses and the Israelites, Solomon's Temple, and Jesus of Nazareth and his parables, teachings, and crucifixion. Further discussed are Constantine and Paul, Muhammad and the Angel Gabriel, the spread of Islam in Arabia, the Five Pillars of Islam, and comparing and contrasting Judaism, Christianity, and Islam.</p>
Islamic Empires	Week 12	<p>This unit covers the Muslim Empire, trade, how Islam split, Abbasids, Seljuk Turka, Ottomon, and Mogul.</p>
Africa	Week 13 - 15	<p>Students will be able to discuss Africa and its geography and vegetation, the Trans-Saharan Journey, the role of oral tradition, religious practices in Africa, the West African Empires, supply and demand, the gold and salt trades, Mansa Musa and the Mali Empire, the gold and salt trade today, and West Africa today.</p>

India	Week 16 - 19
China	Week 20 - 23
Feudal Japan	Week 24 - 25

<p>Students will be able to discuss a political map of India, geography, monsoons, the Harappan Culture of Mohenjo-Daro and civilization there. Also covered are Hinduism, including Brahman and multiple gods as well as Dharma, Karma, and Samsara. Also discussed are the caste system, the untouchables and civil rights, the life of Siddhartha Gautama, the Four Noble Truths, the Eightfold Path and the spread of Buddhism, and contributions of ancient India.</p>
<p>Students will be able to discuss a political map, geography of China, discussing rice cultivation, the steps involved in rice cultivation, the connection between population and rice cultivation. Also covered are the Shang Dynasty and the Mandate of Heaven, the Zhou Dynasty, warring states, the birth of philosophies, Confucianism, Daoism, and Legalism, as well as the Qin Dynasty, the Great Wall of China, the Tomb of Qin Shi Huangdi, the Han Dynasty, and inventions in ancient China.</p>
<p>Students will be able to discuss the geography of Japan, the Chinese influences on Japan, from early Japan to Fujiwara, feudal Japan, and the decline of feudalism and Japanese isolation.</p>

Ancient Greece Birth to Democracy	Week 26 - 28
Ancient Greece Sparta to Alexander the Great	Week 29 - 31
Ancient Rome – Beginnings to Fall of Caesar	Week 32 - 34

<p>This unit covers the geography of Greece, influence of the Phoenicians, how the Minoans and Mycenaeans began Greek Culture, Trojan War and the dark ages, Athens as the birth place of democracy, the polis, slavery, monarchy, oligarchy, tyranny, democracy, and branches of democracy.</p>	<p>Students will be able to discuss the Hoplites; warfare; the Greek Warrior; Sparta as the City of Soldiers; soldiers, slaves, women in Sparta; Athens versus Sparta; the Persian War, including the Battles of Marathon, Thermopylae, Salamis, and finally Plataea, where Persia was defeated. Also the Golden Age of Athens, the Delian League versus the Aegean League in the Peloponnesian War, contributions of Ancient Greece, Greek columns, Alexander the Great and how he built his empire, and the Hellenistic Age.</p>	<p>Students will be able to discuss the Legend of Romulus and Remus, geography of Rome, Etruscan Rule, Horatius at the Bridge, rise and structure of the Republic, Punic Wars, including Carthage, Sicily, First Punic War, Hannibal, the final battle that destroyed Carthage, and the results. Also covered are the rise and fall of Julius Ceasar, and Ceasar's accomplishments.</p>
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Pax Romana to Fall of Rome	Week 35	<p>Students will be able to discuss Augustus Caesar, Rome's first emperor, Pax Romana's roads and communication, Greek influences, Roman architecture, Christians in Rome, the division of the Roman Empire, the collapse of Rome, and the achievements of Ancient Rome.</p>	<p>Students will be able to discuss the geography of the Americas, the first Americans, the Olmecs, the Mayans, Mayan cities and warfare among them, the Aztecs, the Incas, the cliff dwellers, and the mound builders.</p>	
Early American Civilizations	Week 36		<p>Students will be able to discuss a political map and the geography of Europe, Maslow's Hierarchy of Needs, the development of feudal Europe, a feudal social pyramid, the Crusades, the Magna Charta which was designed to limit the power of the King, conditions that encouraged the Black Death and causes of this disease, how the Crusades, the Magna Charta, and the Black Death ended the Middle Ages, how culture was reborn through the Renaissance, and Martin Luther and Protestant Reformation. Also included is a visual timeline.</p>	
Middle Ages	Week 37 - 38			

SUBJECT: GEOGRAPHY	GRADE: 7			
UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES
				FORMAL ASSESSMENTS

Physical Geography	Week 1 - 2	<p>a. Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world.</p> <p>b. Apply information, concepts, and perspectives from the history and development of other nations.</p> <p>c. Deliberate on public issues which arise in a representative democracy.</p>	<p>This unit introduces Geography and discusses why we study Geography. It goes on to cover location, time, the International Dateline, landforms, tectonic movement, and weathering.</p> <p>Students will be able to discuss cultural, population, economic, and political geography, migration, diffusion, and maps.</p>	<p>US History, Geography, Ancient Civilizations-CCSS Interim School-Based Assessments 3-4 times/year, Teacher-Made Tests Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.</p> <p>unit tests, unit quizzes, Acellus, Illuminate</p>
Human Geography	Week 3 - 4	<p>d. Use historical research to ask and answer questions about the past.</p> <p>e. Recognize that regions can be defined in cultural, physical, or political terms.</p>	<p>Students will be able to discuss climate, including tropical, dry, mid-latitude, arctic, and highland climate regions, ocean currents, El Nino and El Nina, and extreme weather.</p>	
Climate	Week 5 - 6	<p>f. Accurately interpret and summarize information from maps, charts, and graphs.</p> <p>g. Understand the building blocks of representative government.</p>	<p>Students will be able to discuss Europe as a continent of peninsulas, its oceans and seas, its landforms, climate, vegetation, culture, and economics. It further discusses the British Islands, Mediterranean Europe, working with landforms as exemplified by the Netherlands, taking advantage of a location, as exemplified by Denmark, and London, an example of a city on a river.</p>	
Europe	Week 7 - 9	<p>h. Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought.</p> <p>i. Recognize that events in the past inform the present.</p> <p>j. Understand the rich and varied achievements of diverse peoples.</p>	<p>Students will be able to discuss Russia, its dealing with space, its diversity and devolution, European Russia, Russia East of the Urals, and St. Petersburg, where the people deal with a difficult landscape</p>	
Russia	Week 10 - 12			

North America	Week 13 - 15
Middle America	Week 16 - 19
South America	Week 20 - 23
Africa	Week 24 - 26
Southeast Asia	Week 27 - 29

<p>Students will be able to discuss North America's regions, landforms, climate, population, oceans, waterways, use of rivers and water, its resources, precipitation, mid-latitude ecosystems, agriculture, and the Great Plains. Also covered are urbanization, manufacturing, the U.S. Economy, demographics, and environment in the 21st Century, and Canada.</p>
<p>Students will be able to discuss the continental, volcanic, and low coral islands in the Caribbean Sea, tourism, a physical and a human overview of Mexico, Mexico in the 21st Century, and Central America.</p>
<p>This unit provides a physical overview of South America, then discusses its Northern areas, the High Andes, the Rio Plata Basin, Brazil, and the 21st Century Challenges South America faces.</p>
<p>Students will be able to discuss North, West, Central, East, and Southern Africa, and the challenges posed to Africa in the 21st Century.</p>
<p>Students will be able to discuss Southwest Asia, providing a physical and a human overview, then discussing the economics of oil, the areas South of the Mediterranean Coast, Iraq, the Mountain States, and 21st Century Challenges.</p>

South Africa	Week 30 - 33	Students will be able to discuss a physical overview of South Asia, then discusses its colonial legacies, India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, and the Indian Ocean.
East Asia	Week 34 - 35	Students will be able to discuss a physical and human overview of China and discusses its cities and rivers and its role in the Global Economy. Also included are a physical and human overview of Maritime East Asia.
Southeast Asia	Week 36 - 38	Students will be able to discuss a physical and human overview of Southeast Asia, then discusses Indonesia, Australia, New Zealand, the Pacific Islands, open spaces, and globalization.

SUBJECT: PERSONAL FINANCE
GRADE: 8

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Introduction to Personal Finance	Week 1 - 3	a. Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world. b. Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations.	This unit introduces the reasons to study personal finance, basics economics, and making informed financial decisions. Students will be able to discuss employment basics, becoming and entrepreneur, and factors that affect income.	Acellus	US History, Geography, Ancient Civilizations- CCSS Interim School-Based Assessments 3-4 times/year, Teacher-Made Tests
Earning Income	Week 4 - 5	c. Deliberate on public issues which arise in a representative democracy. d. Use historical research to ask	Students will be able to discuss Income Tax, tax planning, how to prepare a tax return, and tax related forms.		Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies
Tax Fundamentals	Week 6 - 9				

learning and professional team dynamics.
unit tests, unit quizzes, Acellus, illuminate

Budgeting and Spending	Week 10 - 13	and answer questions about the past. e. Recognize that regions can be defined in cultural, physical, or political terms. f. Accurately interpret and summarize information from maps, charts, and graphs. g. Understand the building blocks of representative government. h. Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought. i. Recognize that events in the past inform the present. j. Understand the rich and varied achievements of diverse peoples.	Students will be able to discuss what a budget is, income versus net worth, choosing a bank, financial services, debit cards and ATMs.
Insurance and Risk Management	Week 14 - 16		Students will be able to discuss financial risk, health, disability, life insurance, auto insurance, homeowner's insurance, and renter's insurance.
Credit Fundamentals	Week 17 - 19		Students will be able to discuss credit, interest basics, guidelines for making decisions about credit, how to obtain credit, and credit score.
Interest Fundamentals	Week 20 - 23		Students will be able to discuss interest rates, compound versus simple interest, calculating interest, annual percentage rate (APR), and finance charges.
Credit Cards	Week 24 - 26		Students will be able to discuss criteria for selecting a credit card, credit limit, calculating credit card interest, and preventing credit card debt.
Loans and Mortgages	Week 27 -30		Students will be able to discuss mortgage loan basics, auto loan basics, amortization, collateral, and saving by comparing options. Students will be able to discuss the Truth in Lending Act, the Fair Credit Reporting Act, the Equal Credit Opportunity Act, the Fair Credit Billing Act, the Fair Debt Collection Practices Act, the Electronic Funds Transfer Act, and the Fair and Accurate Credit Transactions Act.
Credit Laws That Protect Consumers	Week 31 - 34		

Scams, Schemes, and Identity Theft	Week 35	Students will be able to discuss loan scams, high-cost credit schemes to avoid, and preventing identity theft.
Saving and Investing	Week 36 - 38	Students will be able to discuss saving – paying yourself first, certificates of deposit (CD), U.S. Government Savings Bonds, investment basics, risks of investing, the Rule of 72, investing in real estate, investing in stocks, index and mutual funds, and calculating investment accumulations.

SUBJECT:
AMERICAN HISTORY
GRADE: 8

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Early People of the Americas	Week 1 - 2	a. Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world. b. Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations. c. Deliberate on public issues which arise in a representative democracy. d. Use historical research to ask and answer questions about the past. e. Recognize that regions can be defined in cultural, physical, or political terms. f. Accurately interpret and summarize information from	Students will be able to review of geography and archaeology and discusses the land bridge, the Olmec, the Maya, the Aztec, and the Inca, as well as early North Americans of the North, West, Plains, East, Southeast, and Southwest. Students will be able to discuss a political world map; why men explore; the growth of ideas; advanced technology; the West African Empires of Ghana, Mali, and Songhai; Portuguese, Spanish and other European explorers; mercantilism; capitalism; and disease and commerce as effects of exploration.	Acellus and Creating America: A History of the United States, McDougal Little (2010)	US History, Geography, Ancient Civilizations-Based Assessments 3-4 times/year, Teacher-Made Tests Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics. unit tests, unit quizzes, Acellus, Illuminate
Age of Exploration	Week 3 - 5				

- maps, charts, and graphs.
- g. Understand the building blocks of representative government.
 - h. Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought.
 - i. Recognize that events in the past inform the present.
 - j. Understand the rich and varied achievements of diverse peoples.

<p>Students will be able to discuss the Spanish conquest and colonization of the Americas, Spain in the Americas, the Columbian Exchange, Roanoke, Jamestown, the quest for religious freedom, the Mayflower Compact, the New England Colonies, the Middle Passage – the slave trade, the Southern Colonies, slavery in Colonial America, the thirteen colonies, and the French and Spanish Colonies.</p>
<p>Students will be able to discuss Colonial Life in New England, the Middle Colonies, and the Southern Colonies, colonial government, the clash between Britain and France, the Seven Years' War, the fall of New France, the Treaty of Paris, and the effects of the French and Indian War.</p>
<p>Students will be able to discuss Britain's interests in the Colonies, the Sugar, Stamp, and Townshend Acts, the Boston Massacre and the Boston Tea Party, the Intolerable Acts, and the Continental Congress.</p>

<p>Colonization</p>	<p>Week 6 -9</p>
<p>French and Indian War</p>	<p>Week 10 - 13</p>
<p>Causes of the American Revolution</p>	<p>Week 14 - 15</p>

The American
Revolutionary War

Week 16 - 19

Students will be able to discuss the battles of Lexington, Concord, and Bunker Hill, the second Continental Congress, the Continental Army, Thomas Paine, Common Sense, American Values, the debate over independence, The Declaration of Independence, loyalists versus patriots, the Patriot Army, defeat on Long Island, a low point for the Patriots, the Battles of Trenton and Saratoga, America's European allies, war in the West and South, victory at Yorktown and post-war details.

The Constitutional
Convention

Week 20 - 22

Students will be able to discuss America's movement toward a republic, the Articles of Confederation, land policies, independence and economics, Shay's rebellion, slavery, the Constitutional Convention, the Virginia and New Jersey Plans, principles of compromise, and the approval of the Constitution.

The United States Constitution	Week 23 - 26
The Federal Period	Week 27 -29

<p>Students will be able to discuss influences on The United States Constitution; federalists and antifederalists; branches of Federal Government; the adoption of The Constitution; popular sovereignty; republicanism; limited government; federalism; separation of power; checks and balances; and individual rights. Also covered are The Preamble, Article 1: The Legislative Branch, Article II: The Executive Branch, Article III: The Judicial Branch, as well as Constitutional Articles IV-VII, the Bill of Rights, the Constitutional Amendments, and citizenship</p>	<p>Students will be able to discuss America's first President – George Washington – as well as the first Congress, the economics of new government, the Whiskey Rebellion, the first political parties – Federalist and Republican – President John Adams, the Alien and Sedition Acts, how Republicans took power when Thomas Jefferson was elected, the Louisiana Purchase, Lewis and Clark, foreign conflicts, the War of 1812, and the Monroe Doctrine.</p>
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Age of Jackson and Reform Movements	Week 30 - 32
Westward Expansion	Week 33
Industrial Revolution	Week 34 - 35

<p>Students will be able to discuss James Monroe and the Era of Good Feelings, John Quincy Adams' Presidency, the Spoils system, the tariff debate, the removal of the Indians and the Trail of Tears, Jackson and the National Bank, how the Whigs took power with William Henry Harrison, American immigrants, religious and educational reform, the Abolitionists, and the Women's Movement.</p>
<p>Students will be able to understand and learn about manifest destiny, Oregon Country, mountain men, the difficult life of and tools used by pioneers, Texan independence, the Mexican War, and the California Gold Rush.</p>
<p>Students will be able to discuss Northern geography and manufacturing, the economics of manufacturing, the Industrial Revolution and the factory, the cotton plantation, the realities of slavery, the increasing importance of cotton farming and the effect this importance had, and a political map of the United States as of 1860.</p>

<p>The Civil War</p>	<p>Week 36 - 37</p>	<p>Students will be able to discuss slavery and the conflicts between the North and the South, the Fugitive Slave Act, President Abraham Lincoln, the Confederate attack at Fort Sumter, advantages and disadvantages of the North and the South, what it was like to be a soldier, the major battles of the Civil War, the Emancipation Proclamation, the effect of the war on civilians, the Gettysburg Address, the strategy of Total War, the end of the American Civil War, and the effects of this war</p>	
<p>Reconstruction</p>	<p>Week 38</p>	<p>Students will be able to discuss plans for reconstruction, the freed African Americans, radical reconstruction, scalawags and carpetbaggers, Rutherford B. Hayes and the end of reconstruction, and the Southern Shift to political change and industrial growth.</p>	

SUBJECT: US HISTORY GRADE: HIGH SCHOOL

1

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Three Worlds Meet	weeks 1-3	<p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>This unit covers the peopling of the Americas, early complex societies, Native American societies, cultural patterns, how West Africa became connected with the rest of the world, West African culture, the European social order, Christianity, changes in Europe, Europe's expansion, Columbus' voyage across the Atlantic, the impact of Europeans on Native Americans, and the birth of a new society.</p>	Acellus	Pre-test; post-test
The American Colonies Emerge	weeks 4-6	<p>3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>4 Determine the meaning of words and phrases as they are used in a text, including</p>	<p>This unit discusses how the Spanish claimed an empire, the Conquistadors, the resistance to Spain, the struggle of the English, clashes between settlers and Natives, how the Puritans created "New England," Puritan dissent, Native American resistance, how the Dutch created New Netherland, and how the Quakers created Pennsylvania.</p>		

The Colonies	weeks 7-10	<p>social, or economic aspects of history/social science.</p> <p>5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ✓</p>	<p>This unit discusses the relationship between England and its Colonies in the the New World, the tensions that began to emerge, the things England did to "loosen the reins," the plantation economy in the South, the slave trade, how Africans coped in the New World, how commerce grew and what society was like in the North, new ideas that began to emerge, rivalry between England and France for the Empire of the New World, and the French and Indian War.</p>
The War of Independence	weeks 11-14	<p>9/10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>This unit discusses how the Colonies organized themselves, the tensions that mounted between the Colonies and England, the beginning of the fighting in Lexington and Concord, the Patriots' Declaration of Independence, how Americans were forced to take sides and why they chose as they did, the war in the middle states, Colonial life during the war, the Patriots' European allies, Britain's move to the South, and the surrender of the British.</p>
A New Nation	weeks 15-17	<p>10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>This unit discusses the Republicanism Debate, the Continental Congress, the Nationalists, the compromises that were made, how the new government was created, the federalists versus the antifederalists, and the Bill of Rights.</p>

Launching the New Nation	weeks 18-19
Nationalism and Sectionalism	weeks 20-22
Reforming American Society	weeks 23-25
Expanding West	weeks 26-28

<p>This unit discusses how the new government took shape, Hamilton versus Jefferson, the first political parties, the United States' response to European issues, Native American resistance, President John Adams, the Jefferson Era, how the U.S. began to expand Westward, and the War of 1812.</p>
<p>This unit discusses the industrial revolution, two economic systems, Clay's "American System," nationalism and foreign policy, how nationalism pushed America West, Andrew Jackson, the removal of Native Americans, States' rights, and the Bank of the United States.</p>
<p>This unit discusses the second Great Awakening, Utopia, how schools were reformed, abolitionists, life in slavery, how slave owners defended slavery, how women began to push for reform, the Women's Rights Movement, factory work, and working conditions.</p>
<p>This unit discusses the expansion of the U.S. Market, economic revolution, new markets, the frontier, frontier trails, settlers in Texas, Texan independence, Polk's urge toward war, war with Mexico, American land gains, and California Gold.</p>

<p>The Union in Peril The Civil War</p>	<p>weeks 29-30</p>
<p>This unit discusses the conflict of the North versus the South, slavery in the Territories, the Underground Railroad, Kansas and Nebraska, how new parties emerged, Lincoln versus Douglas, John Brown, Lincoln's election, and the secession of the South. This unit discusses Fort Sumter, why the North thought this would be a short war, the weapons that were used, Richmond versus Washington, D.C., the Emancipation Proclamation, political problems, African Americans in the fight, economies, life as a soldier, Gettysburg, Vicksburg, Sherman, Appomattox, new freedom, and the assassination of Abraham Lincoln.</p>	

SUBJECT: US HISTORY 2 **GRADE: HIGH SCHOOL**

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
The Death of Lincoln Through Reconstruction & The End of the Western Frontier	weeks 1-3	<p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social</p>	<p>This unit discusses Appomattox, how the end of the war set up the recovery from the war, the assassination of Lincoln five days after the end of the war, the "plans" for reconstruction, carpetbaggers and scalawags, and the Ku Klux Klan. The Homestead Act, the massacres, cowboys, how the railroads began to expand to the West, and the response of anger from the farmers.</p>	Acellus	Pre-test; post-test
A New Industrial Age, the Immigration Boom and The Progressive Era	weeks 4-6	<p>This unit discusses inventors, industrial tycoons, jobs for immigrants and women, the prominent role the railroads began to take, the first unions and why they were created, strikes, why people immigrated to America, Ellis and Angel Islands and the immigration process, culture shock, city life, and political machines. Improvements in living, the increase in leisure time and entertainment, Teddy Roosevelt and his big stick, muckrakers and Upton Sinclair, and the election of 1912 when Teddy Roosevelt, Taft, and Wilson all ran as serious candidates.</p>			

<p>America Turns Imperialistic (Spanish American War) & The First World War</p>	<p>weeks 7-10</p>	<p>This unit discusses why America wanted to expand, how America acquired Hawaii, the start of the Spanish American War, the defeat of Spain, the Treaty of Paris, anger in Cuba and the Philippines, the Open Door Policy, the Boxer Rebellion, the Panama Canal, and how the U.S. "backed off" temporarily from its expansion. This unit discusses the alliances that set up a war, the Shot Heard Round the World, the chain-reaction that started this war, U.S. isolationism, the Lusitania/Zimmerman Note, how the United States got involved in the war, the end of the war, the treaty of Versailles, and Wilson's Fourteen Points.</p>
<p>The Roaring Life of the 1920s & The Great Depression and the New Deal</p>	<p>weeks 11-14</p>	<p>This unit discusses nativism and "red scare," the boom in industry, new fashion trends for women, education, popular culture, prohibition, Al Capone and crime, and fundamentalism. The factors that lead to the Depression, the impact of the Depression on Main Street, Hoover and the government, Hoovervilles, the Bonus Army, the Dust Bowl, FDR and the Brain Trust, the first New Deal and the opposition it encountered, the second New Deal, Eleanor Roosevelt, and the importance of World War II.</p>

science.

5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ✓
 9/10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

10 By the end of grade 10,

read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

World War II	weeks 15-17	This unit discusses the rise of dictators in Europe; Hitler and the Nazis; Mussolini and the Fascists; appeasement; the takeover of Europe; the beginning of the Holocaust; Pearl Harbor; how America prepared to fight; how Europe was taken back; V-E Day; the Battle of the Pacific; Hiroshima, Nagasaki, the surrender on the U.S.S. Missouri; and the aftermath of World War II.
Post-War America and the Start of the Cold War	weeks 18-19	This unit discusses the USSR as America's new enemy; containment; the Red Scare II; Joe McCarthy; the Chinese and Korean Civil Wars; Sputnik, Flopnik, and the U-2; the GI Bill; the suburbs; the "Other America;" and advancements of the 1950s.
Civil Rights	weeks 20-22	This unit discusses Plessy versus Ferguson, Brown versus the Board of Education, the Montgomery Bus Boycott, Birmingham and Selma, the March on Washington, Malcolm X, the laws of the movement, and the death of the leaders.
The New Frontier and the Great Society	weeks 23-25	This unit discusses the impact of the 1960 election, how JFK challenged America, the Bay of Pigs and the Wall, the Cuban Missile Crisis, the impact of JFK's assassination, the conspiracies for JFK's assassination, and LBJ's vision of a Great Society.
The Vietnam War Years	weeks 26-28	This unit discusses the beginning of the Vietnam War, the exit of France and Tonkin Gulf, the "Living Room War," what happened at the Home Front, the protests, the events of 1968, Vietnamization, and "Peace with Honor."

An Era of Social
Change

weeks 29-30

This unit discusses Chavez and the Latino movement, AIM, the women's rights movement, counterculture, and the environment.

WORLD HISTORY I GRADE: HIGH SCHOOL

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Pivotal to Early Civilizations	weeks 1-3	1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information 2 Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text 3 Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science 5 Analyze how a text uses structures to organize key points or advance an explanation or analysis 6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts 4.9/10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text 8 Assess the extent to which the reasoning and evidence in a text support the author's claims 9 Compare and contrast treatments of the same topic in several primary and secondary sources 10 By the end of grade 10, read and comprehend historical/civic texts in the grades 9–10 text complexity band independently and proficiently	This unit presents a review of archaeology, then discusses the paleolithic age and the Neolithic Revolution. It includes the Mesopotamian, Egyptian, Chinese, and Greek civilizations, the Fertile Crescent as the cradle of civilization and the empires that created there, contributions of Ancient Mesopotamia, the foundations of Judaism, and the Persian Empire. This unit discusses the gifts of the Nile, old, middle, and new kingdoms of Ancient Egypt, Habsburg and Romanesque religious practices, daily life, and contributions of Ancient Egypt, kingdoms of Nubia, and Egyptian influence on the Kush. This unit discusses the geography of India, civilizations of the Indus River Valley, Aryan culture, the foundations of Hinduism, Hindu practices, the foundations and teachings of Buddhism, the geography of China, the Shang and Zhou Dynasties, culture, ancient belief systems, and the birth of Chinese philosophy. This unit discusses trade between the Minoans and Mycenaeans, the birth of Greek city-states, Greek culture, Athens versus Sparta, the development of democracy, Greek warriors, war with Persia, the Golden Age of Athens, the Peloponnesian War, contributions of Ancient Greece, the rise of Alexander the Great, and the Hellenistic Age. This unit discusses early Roman influences, the rise of the Roman Republic, the Punic Wars, citizenship in Rome, the rise and fall of Caesar, the rise of the Roman Empire, Rome's Pax Romana, daily life in Rome, contributions of Ancient Rome, the birth of Christianity, Christian Apostles and churches, and the fall of Rome. This unit discusses early people of the Americas, including North American Natives, the Olmec, the Maya, the Aztec, and the Inca. This unit discusses the Qin Shi Huangdi, Qin, and Han Dynasties, Confucian Philosophy in China, contributions of Ancient China, the Silk Road, India's Mauryan Empire, Ashoka's death, regional powers, India's Gupta Empire, daily life in India, Hinduism, and Buddhism. This unit discusses the geography of Arabia, the foundations, five pillars, and diffusion of Islam, comparing and contrasting Judaism, Christianity, and Islam, Surra and Shi'as, the Umayyad and Abbasid Dynasties, and Muslim culture. This unit discusses the geography and early people of Africa, people of East Africa, the trans-Saharan trade routes, West African kingdoms, gold and salt trade, African culture, and Islam. This unit discusses the Chinese Six and Tang Dynasties, the contributions made by the Song Dynasty, Chinese innovations, the Great Wall, Marco Polo's expeditions, Mingqi Manchusa's influence in early Japan, foreign influences in early Japan, the Meiji Period, Fujiwara, the Southeast Asian Kingdoms, rice cultivation, and women in Asian cultures.	Ancient World History, 4th ED	Pre-test, post test, US Government, World History, World Geography, Psychology, Economics, CCSS Inform School-Based Assessments 3-4, Made Tests Assessments for the Senior Project Management Experience Class Project – the multidisciplinary effort that applies social studies learning and professional team dynamics
Nile River Civilizations	weeks 4-6				
Ancient India and China	weeks 7-10				
Classical Greece	weeks 11-14				
Ancient Rome	weeks 15-17				
Civilizations in the Americas	weeks 18-19				
Chinese and Indian Empires	weeks 20-22				
The Rise of Islam	weeks 23-25				
Ancient Africa	weeks 26-28				
East Asia	weeks 29-30				

GRADE: HIGH SCHOOL

WORLD HISTORY

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Asian Empires 1200-1800	weeks 1-3	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Students will be able to discuss World History II and discusses the Ottoman Empire, the Safavids or Shia Muslims, the Mughal Empire in India, the rise of the Ming and Qing Dynasties in China, feudal Japan and Korea, and exploration and culture in Asia.	Acellus, World History 4E	Pre-test; post-test; US Government, World History, World Geography, Psychology, Economics- CCSS Interim School-Based Assessments 3-4 times/year, Teacher-Made Tests
Renaissance and Reformation 1300-1650	weeks 4-6	2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Students will be able to discuss the Crusades, the Black Death, the Magna Carta, the end of the Middle Ages, Humanism, Secularism, Gutenberg and the printing press, authors and philosophy of the Renaissance, Martin Luther and the 95 Theses, the Counter-Reformation, and the spread of information.		Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.
Exploration and Expansion 1400-1700	weeks 7-10	3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Students will be able to discuss a political world map and discusses why people explored, explorers from Portugal and Spain, other European explorers, the conquest and colonization of the Americas, the Columbian Exchange, mercantilism, capitalism, the Middle Passage – otherwise known as the Slave Trade, and the effects of exploration, including disease and commerce.		Acellus, Illuminate
Enlightenment and Revolution 1550-1800	weeks 11-14	4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Students will be able to discuss the scientific revolution; geocentric theory versus the scientific method; Hobbes, Locke, Rousseau, and Montesquieu; enlightenment; social issues; the spread of enlightenment ideas; the American Revolution; causes of the French Revolution; governments of revolutionary France; and the rise and fall of Napoleon.		
European Monarchs 1500-1800	weeks 15-17	5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to discuss Spain and France's absolute monarchs; Spanish conflicts with England; England's monarchs and parliament; the Russian rulers Ivan, Peter, and Catherine; and the Thirty Years' War.		
Industrialization and Nationalism 1700-1900	weeks 18-19	6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ✓ 9/10 RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Students will be able to discuss the industrial revolution, the factory, factory workers, Laissez-Faire economics, technological and human achievements, reform and revolution movements, how nationalism in Europe shifted the balance of power, and the Age of Imperialism.		
World War I. 1914-1918	weeks 20-22	8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	Students will be able to discuss the causes of World War I – also known as The Great War, trench warfare and weaponry, how war was redefined, the role of Russia and the Revolution, the United States and World War I, and the cost of peace.		
Post World War I through World War II: 1919-1945	weeks 23-25	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Students will be able to discuss conflict in Asia and Africa; the worldwide Great Depression; Japanese imperialism; the rise of the dictators Mussolini, Stalin, and Hitler; the causes of World War II – the Axis Powers; the response of the Allies; war in the Pacific; the Holocaust – Nazi anti-semitism; the end of World War II – the Battle of the Bulge and Hiroshima; and the results of World War II.		
Contemporary Issues: 1945 - Present	weeks 26-28	10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Students will be able to discuss the causes of the Cold War; the Korean War; the nuclear arms race; Glasnost, perestroika, and the breakup of the Soviet Union; the Vietnam War; Communist China; the struggle for freedom in Africa; the Suez Canal and Pan-Arabism.		
Contemporary Issues: 1945 - Present - (Continued)	weeks 29-30		Students will be able to discuss Middle East conflicts; modern conflicts – the Taliban and Islamic extremists; the rise of modern dictatorships; causes of terrorism such as politics and religion, and what we can do about terrorism; economics – trade, commerce, and interdependence; and current and future implications of the Age of Information.		

US GOVERNMENT GRADE: HIGH SCHOOL

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Foundations of Government	weeks 1-3	1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Students will be able to discuss unlimited and limited government, Hobbes and Locke, and Rousseau and Montesquieu.	Acellus, McGruder's American Government, Pearson Prentice Hall (2011)	Pre-test; post-test: US Government, World History, World
Historical Foundations	weeks 4-6	2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Students will be able to discuss the English documents that shaped the U.S. Constitution, the French and Indian War, British acts towards the Colonists in America, the reaction of the Colonists, the "Shot Heard Round the World" on April 19, 1775, and an overview and breakdown of the Declaration of Independence.		Geography, Psychology, Economics- CCSS Interim School-Based Assessments 3-4 times/year, Teacher-Made Tests
Formation of the Constitution & Overview of the Constitution	weeks 7-10	3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Students will be able to discuss the structure, weakness, and downfall of the Articles of Confederation, Shay's Rebellion, compromises at the Constitutional Convention, Federalists and anti-Federalists, and the Federalist Papers. Why it is important to study the constitution, the major principals of the Constitution, and the five articles of the Constitution, including the Legislative, Executive, and Judicial Branches, relations among the States, and the amendment process.		Assessments for the Senior Project Management Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.
Checks and Balances	weeks 11-14	4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Students will be able to discuss the branches of government, how a Bill becomes a Law, qualifications of Congress and of the Executive and Judicial Branches, the impeachment process, the Electoral College, leadership positions in Congress, and Presidential Succession.		Acellus, Illuminate
Federalism	weeks 15-17	5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to discuss Federalism, the Supremacy Clause in Article 6, and the structure of State and Local Government.		
Bill of Rights and Amendments	weeks 18-19	6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. √ 9/10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Students will be able to discuss the Bill of Rights, then offers in-depth examination of the Bill of Rights one through ten, followed by the First Amendment, the Fourth Amendment, Amendments 11 through 20, and Amendments 21 through 27.		
Supreme Court Cases	weeks 20-22		Students will be able to discuss the Supreme Court Cases of New Jersey versus TLO, Plessy versus Ferguson, Brown versus the Board of Education, Gideon versus Wainwright, and Miranda versus Arizona.		
Political Participation and Political Parties	weeks 23-25		Students will be able to discuss political bias, responsibilities and participation, expansion of voter's rights, the purpose and functions of parties, and the significance of third parties.		
Process of Elections and Influence of Mass Media	weeks 26-28	8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	Students will be able to discuss the order of electing a President, the impact of media on elections and on public policy, and media during the Internet Age.		
Public Policy and Interest Groups	weeks 29-30	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Students will be able to discuss the role of public opinion, domestic and foreign policy, funding public policy with taxes, and the purpose and influence of interest groups and lobbyists.		

WORLD GEOGRAPHY GRADE: HIGH SCHOOL

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Physical Geography & Human Geography	weeks 1-3	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Students will be able to discuss Geography and discusses why we study Geography it goes on to cover location, time, the International Dateline, landforms, tectonic movement, and weathering. Cultural, population, economic, and political geography, migration, diffusion, and maps.	Acellus, WORLD GEOGRAPHY-BUILDING A GLOBAL PERSPECTIVE, PEARSON PRENTICE HALL	Pre-test; post-test; US Government, World History, World Geography, Psychology, Economics- CCSS
Climate	weeks 4-6	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Students will be able to discuss climate, including tropical, dry, mid-latitude, arctic, and highland climate regions, ocean currents, El Nino and El Nina, and extreme weather.		Interim School-Based Assessments 3-4 times/year, Teacher-Made Tests
Europe	weeks 7-10	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Students will be able to discuss Europe as a continent of peninsulas, its oceans and seas, its landforms, climate, vegetation, culture, and economics. It further discusses the British Islands, Mediterranean Europe, working with landforms as exemplified by the Netherlands, taking advantage of a location, as exemplified by Denmark, and London, an example of a city on a river.		Assessments for the Senior Project
Russia	weeks 11-14	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Students will be able to discuss Russia, its dealing with space, its diversity and devolution, European Russia, Russia East of the Urals, and St. Petersburg, where the people deal with a difficult landscape.		Management Experience
North America	weeks 15-17	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to discuss North America's regions, landforms, climate, population, oceans, waterways, use of rivers and water, its resources, precipitation, mid-latitude ecosystems, agriculture, and the Great Plains. Also covered are urbanization, manufacturing, the U.S. Economy, demographics, and environment in the 21st Century, and Canada.		Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.
Middle America	weeks 18-19	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ¶ 9/10.RH.7	Students will be able to discuss the continental, volcanic, and low coral islands in the Caribbean Sea, tourism, a physical and a human overview of Mexico, Mexico in the 21st Century, and Central America.		Acellus, Illuminate
South America	weeks 20-22	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Students will be able to discuss physical overview of South America, then discusses its Northern areas, the High Andes, the Rio Plata Basin, Brazil, and the 21st Century Challenges South America faces.		
Africa	weeks 23-25	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	Students will be able to discuss North, West, Central, East, and Southern Africa, and the challenges posed to Africa in the 21st Century.		
Southwest Asia & South Asia	weeks 26-28	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Students will be able to discuss Southwest Asia, providing a physical and a human overview, then discussing the economics of oil, the areas South of the Mediterranean Coast, Iraq, the Mountain States, and 21st Century Challenges. A physical overview of South Asia, then discusses its colonial legacies, India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, and the Indian Ocean.		
East Asia & Southeast Asia	weeks 29-30	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Students will be able to discuss physical and human overview of China and discusses its cities and rivers and its role in the Global Economy. Also included are a physical and human overview of Maritime East Asia. A physical and human overview of Southeast Asia, then discusses Indonesia, Australia, New Zealand, the Pacific Islands, open spaces, and globalization.		

GRADE: HIGH SCHOOL

PSYCHOLOGY

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Origins of Psychology	weeks 1-3	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Students will be able to learn Introduction, Early Observations, Psychology as a Science, The Scientific Method, The Nature of Nature, Structuralism, Functionalism, Psychoanalysis, Other Influences, The Loop: Origins of Psychology	Acellus, Psychology Course Companion	Pre-test, post-test, US Government, World History, World Geography, Psychology, Economics, CCSS
The Brain, Nervous System, and Endocrine Systems	weeks 4-6	2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Students will be able to discuss The Brain, Hemispheres, Hindbrain, Midbrain, Forebrain, lobes, The Loop: The Brain, Central Nervous System, Peripheral Nervous System, The Neuron, Send and Receiving a Signal, Neurotransmission, The Endocrine System, The Loop: The Nervous and Endocrine Systems		Interim School-Based Assessments 3-4 times/year, Teacher-Made Tests
Memory	weeks 7-10	3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Students will be able to discuss The Process of Memory, The Three Stages of Memory, Types of Memory, Methods of Storage, Remembering, Interference, The Loop: Mind Your Mind		Assessments for the Senior Project Management Experience Class
Learning	weeks 11-14	4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Students will be able to discuss :How do we Learn?, Conditioning and Post Conditioning, JB Watson, Operant Conditioning, Shaping Behavior, Social Learning, The Loop: Learning		Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics
Stress and Health	weeks 15-17	5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to discuss Stress, General Adaptation Syndrome, The Filter and ABC's of Behavior, Sources of Stress, Conflict, Responses to Stress, Health Concerns, Coping, The Loop: Stress		Acellus, Illuminate
Theories of Personality	weeks 18-19	6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ✓ 9/10 RH 7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Students will be able to discuss Personality Types, Behaviorism, Biological Theories, Trait Theories, Humanism, Psychoanalytic, The Loop: Theories of Personality		
States of Consciousness	weeks 20-22	7 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to discuss Consciousness, Biorythms, Sleep, Sleep Cycles, Sleep Disorders, Hypnosis, Biofeedback and Meditation, Psychoactive Drugs, The Loop: Consciousness		
Psychological Disorders - Part 1	weeks 23-25	8 Assess the extent to which the reasoning and evidence in a text	Students will be able to discuss Pathology, Classification of Disorders, Psychology vs. Psychiatry, Childhood and Adolescent Disorders, Anxiety Disorders, Mood Disorders, Dissociative Disorders, Somatoform Disorders, The Loop: Psychological Disorders - Part 1		
Psychological Disorders - Part 2	weeks 26-28		Students will be able to discuss Psychopathology, Schizophrenia, Types of Schizophrenia, Personality Disorders, Types of Personality Disorders, Cognitive Disorders, The Loop: Psychological Disorders - part 2		
Careers in Psychology	weeks 29-30		Students will be able to discuss The Psychologist, Areas of Specialization, Education, Development and Personality, Health, Industry, Other Fields, The Loop: Careers in Psychology		

ECONOMICS GRADE: HIGH SCHOOL

UNIT TITLE	DATE RANGE	STANDARDS ADDRESSED	SWBAT	MATERIALS AND RESOURCES	FORMAL ASSESSMENTS
Scarcity, Markets, Supply and Demand	weeks 1-3	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Students will be able to discuss Scarcity, Production Possibilities Frontier, law of Increasing Opportunity Costs, Specialization, Comparative Advantage, Exchange, Circular Flow including Government Demand Curve, Supply Curve, Market Equilibrium for Supply and Demand, Producer and Consumer Surplus, Capitalism	Acellus, Economics: Principles In Action (CA Ed)	Pre-test, post-test, US Government, World History, World Geography, Psychology, Economics- CCSS
GDP, Inflation and Unemployment	weeks 4-6	2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Students will be able to discuss Components of GDP, Circular Flow in GDP, Nominal vs. Real GDP		Interim School-Based Assessments 3-4
GDP, Inflation and Unemployment (continued)	weeks 7-10	3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Students will be able to discuss Inflation, CPI, Effects of Inflation, Phases of the Business Cycle, Types of Unemployment, Measuring Unemployment, Costs of Unemployment		Times/year, Teacher-Made Tests
Aggregate Supply and Demand	weeks 11-14	4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Students will be able to discuss Micro vs. Macroeconomics, Circular Flow with Aggregate Demand, Components of Aggregate Demand, Shifting the Aggregate Demand Curve, Short Term Aggregate Supply, Shifting the Short-Term Aggregate Supply, Keynesian Long-Run Aggregate Supply, Classical Analysis of Aggregate Supply, Shifting the Long-Run Aggregate Supply, Short-Run Macroequilibrium, Long-Run Classical Macroequilibrium, Long-Run Keynesian Macroequilibrium, Growing Output via Government Spending		Assessments for the Senior Project Management
Money, Banking, and Financial Markets	weeks 15-17	5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to discuss Functions of Money, Money's Inherent Value, Money as Debt, Time Value of Money, Money and Prices, Money Supply, Monetary Value, US Financial System, Money Market, Bond Market, Stock Market, Loanable Funds Theory, Creating Money with Money Multiplier		Experience Class Project – the multi-disciplinary effort that applies social studies learning and professional team dynamics.
Monetary Policy	weeks 18-19	6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. V.9/10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Students will be able to discuss Central Banks, Goals of Monetary Policy, Tools of Monetary Policy, Effects of Monetary Policy, Monetary Policy, Real GDP, Price Value, Monetary Policy and Aggregate Demand, Strengths and Weaknesses of Monetary Policy, Quantity Theory of Money, Classical Economic Policy, Monetarism		Acellus, Illuminate
Fiscal Policy	weeks 20-22	8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	Students will be able to discuss Discretionary Fiscal Policy, Non-Discretionary Fiscal Policy, Monetarism vs. Classical vs. Fiscal policy, Deficits and Surpluses, Laffer Curve, Balanced Budgets, The Burden of Public Debt, Crowding Out, Fiscal or Monetary-Which is best?, Fiscal and Monetary Policy Coordination, Say's Law		
Inflation and Unemployment	weeks 23-25	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Students will be able to discuss Demand Pull Inflation, Cost Push Inflation, Short-Run Phillips Curve, Long-Run Phillips Curve, Stagflation, Growth Economics, Productivity, Labor Demand Curve, Wage Rate, Diminishing Marginal Utility, Marginal Revenue Product, Components of Growth, Economies of Scale		
Trade	weeks 26-28	10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Students will be able to discuss Why we do Trade?, Absolute Advantage, Types of Trade, Gains from Trade, International Supply and Demand, Equilibrium World Price, Trade Barrier, Implications of Tariffs, Implication of Quotas, Protectionism		
Currency	weeks 29-30		Students will be able to discuss Foreign Currency Demand, Supply of Currency and Exchange Rate		