

Course Outline

Business and Finance

REVISED: August/2020

Job Title

Computer Operator

75-35-90

Career Pathway:

Business Management

Computer Operations/2: Applications

Industry Sector:

Business and Finance

Credits: 5

Hours: 90

O*NET-SOC CODE:

43-9061.00

Course Description:

This competency-based course is the second in a sequence of courses designed for computer operation. It provides students with technical instruction and practical experience in the applications of computer programs. It includes an orientation and employability skills. Emphasis is placed on the techniques for word processing and electronic spreadsheets. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Business Communications

Prerequisites:

Enrollment requires successful completion of the Computer Operation/1: Foundations (75-35-80) course.

NOTE: For Perkins purposes this course has been designated as a **concentrator** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.

CBEDS No.:

4623



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 15
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class intended to ensure the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-13
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	p. 15
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Business and Finance Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

Business and Finance Pathway Standards

A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- ◆ Human Resources Specialist
- ◆ Education Administrator
- ◆ Purchasing Agent
- ◆ Office Manager
- ◆ Chief Financial Officer

- A1.0 Explain entrepreneurship and the fundamentals of developing a new business.
- A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.
- A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.
- A4.0 Apply economic concepts as they relate to business.
- A5.0 Analyze financial data in order to make short-term and long-term decisions.
- A6.0 Explain the importance of risk management and regulatory compliance in business.
- A7.0 Utilize information and technology tools to conduct business effectively and efficiently.
- A8.0 Construct a Marketing Plan.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Computer Operation/2: Applications Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local industry standards.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify the scope of the course. 2. Follow classroom policies and procedures. 3. Explain the importance of prioritizing work. 4. Follow classroom and workplace first aid and emergency procedures. 5. Identify the different occupations in the Finance and Business Industry Sector which have an impact on the role of office computer operators. 6. Describe the purpose of the Occupational Safety and Health Administration (OSHA) and its laws governing computer operators. 7. Describe software copyright laws as they pertain to computers. 8. Define ergonomics. 9. Demonstrate sound ergonomic practices in organizing one’s workspace. 10. Identify causes, effects, and preventive measures for repetitive strain injuries. 11. Pass the safety test with 100% accuracy. 12. Review and sign LAUSD acceptable use policy. 	<p>Career Ready Practice: 1, 3, 6, 7, 8, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.3, 3.4, 3.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2, 11.5</p> <p>CTE Pathway: A1.3, A3.4, A6.1, A7.1, A7.2, A7.3, A7.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the basic principles of resource management in a computer operation.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the management of the following resources in a computer operation: <ol style="list-style-type: none"> a. time b. materials c. personnel 3. List specific examples of effective management of the following resources in a computer operation: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Identify the following benefits of effective resource management in a computer operation: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Identify the economic benefits and liabilities of managing resources in an environmentally responsible way. 	<p>Career Ready Practice: 1, 4, 8, 10, 12</p> <p>CTE Anchor: Technology: 4.1, 4.6 Responsibility and Flexibility: 7.1, 7.2, 7.4, 7.6 Ethics and Legal Responsibilities: 8.3 Leadership and Teamwork: 9.2 Technical Knowledge and Skills: 10.5, 10.8</p> <p>CTE Pathway: A2.3, A3.3, A3.4, A7.1, A7.3</p>
<p>C. WORD PROCESSING</p> <p>Understand, apply and evaluate the elements of word processing procedures and commands to design and create documents.</p>	<ol style="list-style-type: none"> 1. Define word processing. <ol style="list-style-type: none"> a. Identify word processing software available today b. Describe word processing used in the home and business c. Define basic word processing terminology d. Demonstrate the use of word wrap in keying documents 2. Identify the following screen and keyboard elements. Demonstrate and apply the use of the elements in a document: <ol style="list-style-type: none"> a. The Ribbon b. Quick Access Toolbar c. Mini Toolbar d. Scrollbars e. Document views f. Help g. Formatting remarks (Show/Hide) h. Undo and redo i. Navigating with the keyboard 3. Identify the following page layout tools. Demonstrate the use of the tool in a document: <ol style="list-style-type: none"> a. margins b. page orientation c. paper size d. breaks (page, section) 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Communications: 2.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2 Responsibility and Flexibility: 7.4 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> e. page borders f. watermarks <p>4. Identify the following document editing tools. Apply and practice the use of the tools in a document:</p> <ul style="list-style-type: none"> a. proofreader’s marks b. word count c. spell check d. grammar check e. thesaurus f. synonyms g. find and replace h. insert and resize graphics and clipart i. auto complete j. the clipboard k. switching between documents l. split screens m. macros n. troubleshooting techniques <p>5. Define the following elements. Apply the formatting elements to a document:</p> <ul style="list-style-type: none"> a. fonts b. styles (size, color and effects) c. alignments (left, center, right, justify) d. line spacing e. symbols f. tabs (set, move, delete) g. format painter h. paragraphs and indenting i. bulleted and numbered lists j. outline k. columns l. troubleshooting techniques <p>6. Identify the following elements of printing. Practice using these elements with a document:</p> <ul style="list-style-type: none"> a. print preview b. printing options c. troubleshooting techniques <p>7. Create various types of tables. Practice utilizing the following in the tables:</p> <ul style="list-style-type: none"> a. create table (columns and rows) b. enter data in tables c. select data in tables d. resize columns and rows e. merge and splitting cells f. table styles g. sort h. borders and shading i. table and cell alignment j. gridlines: view/hide 	<p>CTE Pathway: A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(41 hours)	<ul style="list-style-type: none"> k. delete and insert rows and columns l. troubleshooting techniques <p>8. Define mail merge and the related terminology. Create a mail merge operation utilizing the following:</p> <ul style="list-style-type: none"> a. identify and create a main document b. create and edit a data source c. insert merge fields in a main document d. merge to a new document e. address and print mailing labels and envelopes f. troubleshooting techniques <p>9. Create various business, academic reports, and templates. Practice applying the following in the reports:</p> <ul style="list-style-type: none"> a. header/footer b. page numbering c. footnotes, endnotes and citations d. title page e. dot leaders f. bibliography g. table of contents h. troubleshooting techniques 	
<p>D. SPREADSHEETS</p> <p>Understand and apply basic functions to create spreadsheets, graphs and charts.</p>	<ul style="list-style-type: none"> 1. Define spreadsheets. <ul style="list-style-type: none"> a. Identify spreadsheet software available today b. Describe spreadsheets used at home and in business c. Define basic spreadsheet terminology d. List capabilities of spreadsheets e. Demonstrate the ability to navigate the spreadsheet window 2. Identify the following screen and keyboard elements. Demonstrate and apply the use of the elements to a spreadsheet: <ul style="list-style-type: none"> a. Create new workbook and worksheets b. The Ribbon c. Quick Access Toolbar d. Tabs e. Mini toolbar f. Undo and redo g. Clipboard h. Switch between worksheets/adding worksheets i. Using the cursor or function keys to choose various commands 3. Identify the following page setup applications. Demonstrate and apply the application with a spreadsheet: <ul style="list-style-type: none"> a. rows and columns b. page and line breaks c. margins d. headers and footers e. freeze panes f. troubleshooting techniques 4. Demonstrate, apply and practice formulas in spreadsheet functions. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Communications: 2.2, 2.4, 2.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2 Responsibility and Flexibility: 7.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> a. Enter labels, numbers, formulas onto a spreadsheet b. Create simple formulas and perform appropriate operations utilizing the proper syntax and order of operations c. Enter absolute and relative cell addresses and references in formulas d. Apply various functions fundamental to the use of spreadsheets: <ul style="list-style-type: none"> i. SUM ii. AVERAGE iii. MIN iv. MAX v. COUNT vi. COUNTA vii. IF e. Modify and copy formulas f. Identify troubleshooting techniques 5. Identify the following spreadsheet editing tools. Apply and practice the use of the tools in a spreadsheet: <ul style="list-style-type: none"> a. open existing worksheet b. edit and copy entries on a spreadsheet c. AutoSum d. hide/unhide columns and rows e. merge and split cells f. wrap text g. change and correct data on entry line h. edit and recalculate figures i. insert, delete, move, copy and rename worksheets in a workbook j. troubleshooting techniques 6. Define the following formatting elements. Apply the formatting elements to a spreadsheet: <ul style="list-style-type: none"> a. AutoFill-using fill handle b. format painter c. sort data d. apply cell formatting: <ul style="list-style-type: none"> i. number ii. alignment iii. fonts iv. borders v. shading vi. patterns e. insert, delete, and resize columns and rows f. copy, move, and delete a cell range, row or column in a worksheet g. currency style h. conditional formatting i. troubleshooting techniques 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(41 hours)	<ol style="list-style-type: none"> 7. Identify the following elements of printing. Practice using these elements with a spreadsheet: <ol style="list-style-type: none"> a. proofread and correct errors b. preview and print formulas in a worksheet c. preview and print in both landscape and portrait orientations d. save data to a storage medium e. page setup print options <ol style="list-style-type: none"> i. with/without gridlines ii. columns/rows iii. print area iv. print titles v. sheet options vi. scaling vii. centering f. troubleshooting techniques 8. Apply and practice creation of charts and integration of charts to a spreadsheet: <ol style="list-style-type: none"> a. identify chart types b. convert spreadsheet data to charts c. demonstrate various chart styles d. apply appropriate style to spreadsheet data e. troubleshooting techniques 	
<p>E. EMPLOYABILITY SKILLS</p> <p>Understand, apply and evaluate the employability skills required for entry-level employment.</p>	<ol style="list-style-type: none"> 1. List the importance of the following employability skills: <ol style="list-style-type: none"> a. punctuality b. attendance c. positive attitude towards work d. appropriate appearance e. quality of work f. teamwork g. timeliness and efficiency h. communication skills 2. Identify potential employers through traditional and Internet sources. 3. Create a sample resume. 4. Complete sample job application forms correctly. 5. Explain the importance of the continuous upgrading of job skills. 6. Identify customer service as a method of building permanent relationships between the organization and the customer. 	<p>Career Ready Practice: 1, 2, 3, 4, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.4, 3.5, 3.6, 3.7, 3.9 Technology: 4.5, 4.6 Responsibility and Flexibility: 7.2, 7.8 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.2, 9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		Technical Knowledge and Skills: 10.8 CTE Pathway: A2.3, A 2.4, A3.3, A.3.4

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Rutkosky, Nita and Audrey Rutkosky Roggenkamp. Office 2010, Benchmark Series. Paradigm Publishing, 2011.

Rutkosky, Nita, Denise Seguin and Audrey Rutkosky Roggenkamp. Office 2010 Marquee Series. Paradigm Publishing, 2011.

Word

Duffy, Jennifer and Carol Cram. Microsoft Word 2010: Illustrated Complete, 1st Edition. Cengage Learning, 2011.

Hicks, Kathleen, Diane Silvia and Linda Viveiros. Word It! Student Workbook, 2nd Edition. Business Education Publishing, 2011.

Mardar, Judy. Microsoft Word 2010: Comprehensive. Labyrinth Learning, 2010.

Shelly, Gary B. and Misty E. Vermaat. Microsoft Word 2010: Comprehensive, 1st Edition. Cengage Learning, 2012.

Excel

Hicks, Kathleen, Diane Silvia and Linda Viveiros. Excel It! Student Workbook, 2nd Edition. Business Education Publishing, 2011.

Reding, Elizabeth and Lynn Wermers. Microsoft Excel 2010: Illustrated Complete, 1st Edition. Cengage Learning, 2011.

Rittman, Sandra. Microsoft Excel 2010: Introductory Skills. Labyrinth Learning, 2011.

Rittman, Sandra. Microsoft Excel 2010: Comprehensive. Labyrinth Learning, 2010.

Shelly, Gary B. and Jeffrey J. Quasney. Microsoft Excel 2010: Comprehensive, 1st Edition. Cengage Learning, 2011.

RESOURCES

Employer Advisory Board members

Employment Development Department

LAUSD Acceptable Use Policy

Free e-mail access: www.gaggle.net

CDE Model Curriculum Standards for Business and Finance
<http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf>

RESOURCE PERSONS

CTE Specialist

CTE Advisers

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures and discussion
- B. Demonstrations
- C. Individualized instruction
- D. Multimedia presentations
- E. Critical thinking and listening skills

EVALUATION

The following evaluations are modeled after the Revised Bloom's Taxonomy (RBT):

SECTION A – Orientation and Safety – Pass a written exam on classroom and workplace safety with a score of 100%.

SECTION B – Resource Management – Pass all assignments and exams on resource management principles with a minimum score of 80% or higher.

SECTION C – Word Processing – Pass all assignments and exams on the use of word processing with a minimum score of 80% or higher.

SECTION D – Spreadsheets – Pass all assignments and exams on the use of spreadsheets with a minimum score of 80% or higher.

SECTION E – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems

Information for Students and Parents

This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the LAUSD Computer Network or the Internet

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;

3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

• **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**

1. Using another's account password(s) or identifier(s);
2. Interfering with other users' ability to access their account(s); or
3. Disclosing anyone's password to others or allowing them to use another's account(s).

• **Using the network or Internet for commercial purposes:**

1. Using the Internet for personal financial gain;
2. Using the Internet for personal advertising, promotion, or financial gain; or
3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of the Los Angeles Unified School District.

Date: _____

School: _____

Student Name: _____

Student Signature: _____

Parent/Legal _____

Parent/Legal _____

Guardian Name: _____

Guardian Signature: _____

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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