

Course Outline

Business and Finance

REVISED: August/2020

Job Title

Computer Operator

75-45-50

Career Pathway:

Business Management

**Computer Operations/3:
Database Management**

Industry Sector:

Business and Finance

Credits: 5

Hours: 90

O*NET-SOC CODE:

43-9061.00

Course Description:

This competency-based course is the third in a sequence of courses designed for computer operation. It provides students with technical instruction and practical experience in database management. It includes an introduction and reviews of workplace safety and employability skills. Emphasis is placed on basic filing, alphabetic indexing, cross-referencing techniques for on-file documents, application of system commands for file maintenance, and the creation, documentation, and protection of functional data files. 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/2: Applications (75-35-90) course.

CBEDS No.:

4623

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

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



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. 7-11

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

INSTRUCTIONAL STRATEGIES

p. 13

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

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.

pp. 7-11

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.

EVALUATION PROCEDURES

p. 13

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.

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.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

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.

ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this curriculum. 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/3: Database Management Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local industry standards.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Review classroom policies and procedures. 3. Review the importance of prioritizing work. 4. Review classroom and workplace first aid and emergency procedures. 5. Review the different occupations in the Finance and Business Industry Sector which have an impact on the role of the office computer operator. 6. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing office computer operators. 7. Review software copyright laws as they pertain to computers. 8. Review the definition of ergonomics. 9. Review and demonstrate sound ergonomic practices in organizing one’s workspace. 10. Review causes, effects, and preventive measures for repetitive strain injuries. 11. Review and demonstrate correct typing technique and posture. 12. Review and demonstrate proper keyboard and monitor angle. 13. Review the benefits of periodic breaks to stretch and relax. 14. Review and demonstrate a variety of stretches involving the wrists, neck and shoulders. 15. Review and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it. 16. Review the benefits of learning keyboard equivalent commands as opposed to mouse movements only. 17. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 4, 6, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.6 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.2, 7.4, 7.6 Ethics and Legal Responsibilities: 8.3, 8.4, 8.6 Technical Knowledge and Skills: 10.3, 10.10, 10.11, 10.12 Demonstration and Application: 11.1, 11.2, 11.4</p> <p>CTE Pathway: A1.2, A1.3, A1.4, A2.2, A2.3, A3.4, A6.1, A6.2, A7.1, A7.2, A7.3</p>
<p>B. ALPHABETIC INDEXING</p> <p>Understand, apply, and evaluate the four main systems of filing and</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. alphabetic filing b. subject filing c. numeric filing d. geographic filing 2. Describe and demonstrate the four filing systems. 	<p>Career Ready Practice: 1, 4, 5, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>develop skills in their usage.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 3. Identify the supplies and equipment used in filing. 4. Describe and demonstrate the proper use, maintenance, and storage of the equipment used in filing. 	<p>CTE Anchor: Technical Knowledge and Skills: 10.1, 10.5, 10.7 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>
<p>C. BASIC FILING SYSTEM</p> <p>Understand, apply, and evaluate the four main systems of filing and develop skills in their usage.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. alphabetizing b. indexing c. unit 2. Compare alphabetizing and indexing. 3. Describe order of indexing units. 4. Alphabetize the following: <ol style="list-style-type: none"> a. 25 surnames b. 25 hyphenated names c. 25 business names d. 10 minor words in business names e. 10 business names with punctuation and possessives f. 25 personal names with single letters and abbreviations g. 25 business names with single letters, single names, and abbreviations h. 25 personal names with seniority titles, degrees, Arabic numbers, Roman numerals, unusual, and foreign names. i. 10 titles of women such as Miss, Mrs., and Ms. j. 10 names with articles, prepositions, and prefixes k. 10 names that sound alike but are spelled differently l. 10 names of organizations and institutions m. 25 hyphenated personal names n. 25 hyphenated business names o. 25 compound personal names p. 25 compound business names q. 10 federal government names r. 10 state and local government names s. 25 foreign government names 5. Sequence numbers in business names. 	<p>Career Ready Practice: 1, 4, 12</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. CROSS-REFERENCING</p> <p>Understand, apply, and evaluate the cross-referencing techniques for on-file documents.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define cross-referencing. 2. Describe why cross-referencing is used. 3. Describe the determiners of cross-referencing. 4. Exhibit five cross-referenced names. 5. Cross-reference at least three documents. 6. Retrieve ten business files and cross reference according to location. 	<p>Career Ready Practice: 1, 4, 12</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>
<p>E. OPERATING SYSTEMS</p> <p>Understand, apply, and evaluate the operational techniques of system commands for file maintenance applications.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. input b. output c. database management d. source documents e. coding procedures f. functional database g. table relationships h. lookup fields i. filters j. queries 2. Describe the features and functions of the following database application software in use today: <ol style="list-style-type: none"> a. MS Access b. IBM DB2 c. Oracle DBMS d. Sybase SQL Anywhere e. Teradata Enterprise Data Warehouse 3. Identify and discuss the features and functions of the different types of: <ol style="list-style-type: none"> a. system designs and their components b. flowchart designs and reasons for their uses c. forms, devices used, and reasons for data output 4. Describe the following: <ol style="list-style-type: none"> a. record contents b. field layout and the reasons for their design c. field names and types 	<p>Career Ready Practice: 1, 4, 12</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. DATABASE MANAGEMENT</p> <p>Understand, apply, and evaluate the techniques for creating, protecting, and documenting functional database files.</p> <p>(50 hours)</p>	<ol style="list-style-type: none"> 1. Identify the different sources of input. 2. Describe the uses of data processing applications. 3. Describe and demonstrate the following: <ol style="list-style-type: none"> a. creating and working with a database: <ol style="list-style-type: none"> i. review the proper use of menus, tool bars, dialog boxes, and shortcut keystrokes ii. open and modify database objects b. planning a database c. creating a blank data base d. modifying a table e. modifying a table and understanding the data type f. creating a new table from scratch g. creating a query in design view h. modifying a query i. sorting a query j. using multiple field k. developing AND and OR operators l. creating a report m. creating mailing labels n. database object management o. file management compacting p. repairing a database 4. Create five database tables for different purposes. 5. Describe the importance of accuracy during input. 6. Describe and demonstrate the following: <ol style="list-style-type: none"> a. append records to the database b. revise five existing database files c. access and modify databases d. sort database records e. delete records from database 7. Generate three reports based on a functional database. 8. Describe the importance of relating two or more database tables. 9. Describe and demonstrate the following: <ol style="list-style-type: none"> a. query the database using various field formats b. generate labels based on a query of the database c. generate various screen formats 10. Print five database tables, five records, five queries, and five reports. 11. Collect, organize, analyze, and interpret data. 12. Compile current reliable documentation, taking necessary steps to protect it. 13. Correct database integration problems. 14. Import and Export data 	<p>Career Ready Practice: 1, 4, 12</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>G. EMPLOYABILITY SKILLS REVIEW</p> <p>Review, apply, and evaluate the employability skills required for office computer operator.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Review employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. responsibility g. timeliness h. communication skills 2. Update the list of potential employers through traditional and internet sources. 3. Finalize a résumé. 4. Review the importance of filling out a job application legibly, with accurate and complete information. 5. Complete sample job application forms correctly. 6. Review the importance of enthusiasm in the interview and on a job. 7. Review the importance of appropriate appearance in the interview and on a job. 8. Review the importance of the continuous upgrading of job skills. 9. Review customer service as a method of building permanent relationships between the organization and the customer. 	<p>Career Ready Practice: 2, 3, 9, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Leadership and Teamwork: 9.3 Demonstration and Application: 11.5</p> <p>CTE Pathway: A1.1, A1.3, A1.4, A2.3, A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A4.2, A4.3, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Downing, Douglas. Dictionary of Computer and Internet Terms. Barron's Educational Series, Incorporated, 2009.

Fosegan, Joseph S. Alphabetic Indexing Rules: Application by Computer (with CD-ROM) 4th Edition. Cengage South-Western, 002.

Jennings, Roger. Using Microsoft Office Access 2007 (Special Edition). Macmillan Computer Publishing, 2007.

Lambert, Steve, Joan Preppernau and M. Dow Lambert. Microsoft Office Access 2007 Step by Step. Microsoft Press, 2007.

Taylor, Arlene G. and Daniel N. Joudrey. The Organization of Information: 3rd Edition. Libraries Unlimited, 2008.

Viescas, John and Jeff Conrad. Microsoft Office Access 2007 Inside Out. Microsoft Press, 2007.

RESOURCES

Employer Advisory Board members

Employment Development Department

CDE Model Curriculum Standards for Business and Finance

<http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf>

California Department of Education. Challenge Standards: Career Preparation – Business Education. California Department of Education, Career Vocation Education Division. 2000.

California Department of Education. High School Academic Content Standards. California Department of Education, 2004.

California Department of Education. High School Exit Exam – English/Language. California Department of Education, 2001.

California Department of Education. High School Exit Exam – Mathematics. California Department of Education, 2001.

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration
- C. Students hands-on practice
- D. Individualized instruction
- E. Critical thinking and listening skills
- F. Peer teaching and cooperative learning

EVALUATION

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

SECTION B –Alphabetic Indexing – Pass all assignments and exams on alphabetical indexing with a minimum score of 80% or higher.

SECTION C – Basic Filing System – Pass all assignments and exams on basic filing system with a minimum score of 80% or higher.

SECTION D – Cross Referencing – Pass all assignments and exams on cross-referencing with a minimum score of 80% or higher.

SECTION E – Operating Systems – Pass all assignments and exams on operating systems with a minimum score of 80% or higher.

SECTION F – Database Management – Pass all assignments and exams on database management with a minimum score of 80% or higher.

SECTION G – Employability Skills Review – Pass all assignments and exams on employability skills review 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

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



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