

Meeting of the Executive Committee

May 13, 2015 1:00 p.m.

Old Ranch Country Club Seal Beach, California

Agenda

DICDOCITION

TOTAL

<u> 1. (</u>	Drening Business	DISPOSITION	HEM
1	A. Call to order by Reggie Thompkins, President of the Council		
I	3. Pledge of Allegiance		
(C. Roll Call		
I	D. Introduction of Guests		
I	E. Adopt Agenda	Action	
I	F. Approval of Minutes		
	 Minutes of the April 21, 2015 Executive Committee Meeting 	Action	1F1

2. PUBLIC HEARING SESSION

ODENING DUCINECO

A. Recognition of anyone wishing to address the Executive Committee. Speakers must limit their remarks to three minutes.

3. ACTION ITEMS

A. STATE FEDERATED COUNCIL ACTION ITEMS

There are no action items at this time.

B. SOUTHERN SECTION ACTION ITEMS

There are no action items at this time.

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS	STATE FEDERATED COUNCIL NON-ACTION ITEMS				
1. Proposal Recommendation Change to Bylaws 1606, 2401, 2902, 2903	Non-Action	STATE520			
B. SOUTHERN SECTION NON-ACTION ITEMS					
1. Proposal Recommendation Change to Bylaw 1607	Non-Action	SS519			
2. Proposal Recommendation Change to Bylaw 2502	Non-Action	SS521			
5. NEW BUSINESS					
A. Consideration of the Following Schools for					
Membership for the 2015-2016 School Year					
Riverside County Education Academy – Presented by Chris Calderwood	Action	5A1			
2. Pacifica Christian High School of Orange County – Presented by Terry Orabona	Action	5A2			
3. Pathways Community School – Presented by Rita Dever	Action	5A3			
4. Cobalt Institute of Math and Science – Presented by Paul Kostopoulos	Action	5A4			
5. Pasadena Waldorf School – Presented by Loren Kleinrock	Action	5A5			
6. Judson International – Presented by Loren Kleinrock	Action	5A6			
7. Anaheim Discovery Christian – Presented by Jim Perry	Action	5A7			
8. ICA University Careers/Sports Academy – Presented by Charlie Ricards	Action	5A8			
9. Lycee International – Presented by Carter Paysinger	Action	5A9			
10. Executive Preparatory Academy of Finance – Presented by Todd Arrowsmith	Action	5A10			
B. Membership Status of New Schools Admitted in 2014-2015					
1. The Academy Charter High School	Action	5B1			
2. Aveson Global Leadership Academy High School	Action	5B2			
3. DaVinci Schools	Action	5B3			

5. NEW BUSINESS (Cont.)

B. Membership Status of New Schools Admitted in 2014-2015 (Cont.)

4. The Pa	Imdale Aerospace Academy	Action	5B4
5. San Lu	is Obispo Classical Academy	Action	5B5
6. Yeshiv	a High Tech	Action	5B6
C. Appointme	nt of At-Large Representative to the Executive Committee	e Action	5C1
D. Financial R	eport		Mitch Carty

6. CLOSED SESSION

A. Commissioner's Evaluation

7. REPORT SESSION

A. President's Report Reggie Thompkins

B. Treasurer's Report Jeff Jordan

C. Commissioner's Report Rob Wigod

D. Executive Committee Member Reports

8. ADVANCE PLANNING

A. DATES

- 1. June 23, 2015 Champions for Character Golf Tournament, Rio Hondo Golf Club, Downey, California
- 2. August 13, 2015 Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California 1:00 p.m.
- 3. September 28, 2015 Champions for Character Award Dinner, The Grand, Long Beach, California, 6:00 p.m.
- 4. October 1, 2015 Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California, 1:00 p.m.
- 5. October 6, 2015 CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
- 6. October 14, 2015 CIF Southern Section Hall of Fame/Distinguished Service Luncheon, The Grand, Long Beach, California, 12:00 p.m.
- 7. October 19, 2015 Athletic Administrators Summit, Pomona Fairplex Sheraton Hotel and Conference Center, Pomona, California, 7:30 a.m.

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2.	
3.	

9. ADJOURNMENT

A. Time of Adjournment



Meeting of the Executive Committee

April 21, 2015 1:00 p.m.

Angels Stadium Anaheim, California

Minutes

1. OPENING BUSINESS

DISPOSITION

ITEM

- A. Call to order by Reggie Thompkins, President of the Council Meeting was called to order at 1:05 p.m.
- B. Pledge of Allegiance
- C. Roll Call
 All members were present.
- D. Introduction of Guests No guests were present.
- E. Adopt Agenda

Adopted – 17-0

A motion and second were made to adopt the agenda; There motion was approved and the agenda was adopted without revision.

F. Approval of Minutes

Approved -17-0

1F1

A motion and second were made to approve the minutes of the January 17, 2015 Executive Committee meeting. The minutes were approved.

2. PUBLIC HEARING SESSION

A. Recognition of anyone wishing to address the Executive Committee. Speakers must limit their remarks to three minutes.

There was no one present to address the Executive Committee.

3. ACTION ITEMS

DISPOSITION

ITEM

A. STATE FEDERATED COUNCIL ACTION ITEMS

1. Proposed CIF State Budget 2015-2016

Exec. Cmt.

STATE516

Supports - 17-0

Carter Paysinger reviewed State budget with 2% decrease. There was a motion and second to approve the State budget.

3. ACTION ITEMS (Cont.)

DISPOSITION

ITEM

2. CIF State Executive Committee Nominations

Exec. Cmt.

STATE517

Supports – 19-0

Carter Paysinger reviewed nominations – There was a motion and second to support Jim Monico for Southern Section Representative and to go uninstructed for all others.

3. Proposed State Girls Volleyball Tournament Revisions

Exec. Cmt.

STATE505

Does Not Support – 8-12

Carter Paysinger reviewed proposal – There was a motion and second to approve. Brandi Stuart reminded the Executive Committee of the discussions at their last meeting and brought forward the recommendation from the Volleyball Advisory Committee. The Volleyball Advisory Committee supports keeping divisions as they are and create an Open Division due to concerns with extending the season.

B. SOUTHERN SECTION RECOMMENDED ITEMS

1. Proposal Recommendation for Regional Wrestling Tournament Officials

Exec. Cmt.

SS509

Supports – 20-0

Reggie Thompkins reviewed proposal – There was a motion and second to approve the proposal. There was no discussion.

2. Proposal Recommendation Change to Bylaws 1503.2 & 1505

Exec. Cmt.

SS510

Supports – 18-2

Reggie Thompkins reviewed proposal – There was a motion and second to approve – Chris Calderwood's area has concerns with the maximum number of games allowed by the new proposal. Rob Wigod discussed how many possible teams could get to 30 or even 31 games under the current bylaw. Glenn Martinez said that baseball is the only sport to go three rounds in league and that the third tournament is usually a league tournament.

3. Proposal Recommendation Change to Bylaws 1903, 1918 & 1921.3 Exec. Cmt.

SS511

Supports -20-0-1

Reggie Thompkins reviewed proposal – There was a motion and second to approve – Chris Calderwood reiterated that with this proposal teams would be able to come back three days earlier to do conditioning.

a. Football Advisory Committee Amendment to SS511

Exec. Cmt.

SS511a

Does Not Support - 7-13

Reggie Thompkins reviewed the proposal – There was a motion and second to approve – Reggie Thompkins started discussion with stating the movement of the start dates and Rob Wigod added that it is moving up the date by a week with day four still the beginning of full contact practice. It also incorporates the 18 hour rule and number of full contact minutes allowed each week. Glenn Martinez further explained the new dates came with not only another week of practice, but going back to the old school way with the inclusion of three days of conditioning. Chris Calderwood stated that this allows two more days of contact before a scrimmage. Jim Monico's issue is that consideration should be technique over contact and that time management is necessary. Jim Perry voiced concerns from coaches in areas where there is very little contact football versus areas of very high contact football. This proposal adds two more days of contact and six more days of non-contact practices. Carter Paysinger brought up the length of season (early August to mid-December) for a football season. Terrence Barnum thought this gives our schools the flexibility they need. Glenn Martinez laid out the first week under old proposal that would allow starting the earlier week anyway.

4. Proposal Recommendation Change to Bylaw 2003

Exec. Cmt.

SS512

Support – 21-0

Reggie Thompkins reviewed the proposal – There was a motion and second to approve. There was no discussion.

ITEM

5. Proposal Recommendation Change to Bylaw 600

Exec. Cmt.

SS513

Does Not Support – 0-18-3

Reggie Thompkins reviewed the proposal – There was a motion and second to approve – Monica Colunga clarified that a school played a sand volleyball charity tournament that did not fit under the current rule and this proposal wants to make sand volleyball similar to the difference between soccer and futsal. Chris Calderwood's concern is that if sand volleyball is legalized, it puts students in a bind as to which sport to play. It was also brought up by several people, is basketball a different game if it is played on asphalt, grass, concrete, etc.?

6. Proposal Recommendation Change to Bylaw 2911

Exec. Cmt.

SS518

Support – 22-0

Brandi Stuart reviewed the proposal – There was a motion and second to approve. There was no discussion.

7. CIF Southern Section Executive Committee Nominations

Exec. Cmt.

SS514

Support – 22-0

Reggie reviewed nominations – There was a motion and second to move names forward. There was no discussion. Recommend to move names forward to the CIF Southern Section Council. Rob Wigod discussed the procedure for voting at the April 29, 2015 CIF Southern Section Council meeting.

8. Proposed CIF Southern Section Budget 2015-2016

Exec. Cmt.

SS515

Support – 22-0

Mitch Carty distributed an updated budget – Reviewed the handout with the Committee. Reggie Thompkins said excellent work on Mitch's behalf. There was a motion and second to approve.

4. NON-ACTION ITEMS

DISPOSITION

ITEM

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

1. Proposal Recommendation Change to Bylaws 1606, 2401, 2902, 2903

Discuss

STATE520

Carter Paysinger reviewed the proposal - Rob Wigod explained the differences between the Sections as it related to sending teams to State Championships. Some use competitive equity and some use enrollment. This proposal is trying to get all the sections in the state on the same level. Rainer Wulf explained that the only change for basketball would be the ability to fill our 44 or maybe 45 entries we already have in order of competitive equity. Rob Wigod stated this is going into effect for the Southern California Sections for the 15-16 school year.

B. SOUTHERN SECTION NON-ACTION ITEMS

1. Proposal Recommendation Change to Bylaw 1607 Discuss SS519 Reggie Thompkins reviewed the proposal – This is a change in the basketball mercy rule asking to start the running clock earlier by mutual consent of both teams. Rainer Wulf stated once you go to the running clock, it runs the rest of the game.

2. Proposal Recommendation Change to Bylaw 2502 Discuss SS521 Brandi Stuart reviewed the proposal – Brandi Stuart explained the change in language from required to recommended, since baseball and softball are different sports.

5. NEW BUSINESS

A. Financial Report

Mitch Carty

Mitch Carty handed out an updated budget. The Southern Section is having a good year so far. Mitch Carty stated that there is currently a large surplus but that number will shrink after Spring Championships. The solar power project is now complete and waiting to be turned on when Southern California Edison gives the approval. Mitch Carty will provide a further update at the Executive Committee Meeting on May 13.

5. NEW BUSINESS (Continued)

- B. Football Contact Information Glenn Martinez
 Glenn Martinez explained how AB 2127 had two components Bylaw 1901 the 90 minute contact limit
 and return to play protocols for concussions. Information on the guidelines for full contact were sent to
 our member schools today through the CIFSSHome system.
- C. Concussions: Return to Play Protocols

 Glenn Martinez

 Glenn Martinez reviewed AB 2127 return to play protocol. Best practices in concussion protocols were sent to our schools through the CIFSSHome system today and also posted on our website.
- D. Consideration of the Following Schools for Membership for the 2015-2016 School Year
 - River Springs Charter High School Presented by Charlie Ricards

Action Approved – Probationary Membership – 20-0 5D1

Charlie Ricards shared his experience in visiting River Springs Charter. Charlie Ricards met with the principal, the athletic director, and two coaches. Charlie Ricards recommended approval for probationary membership. There was a motion and second to approve probationary membership for the 2015-16 school year.

6. OLD BUSINESS

A. Misconduct Analysis and Potential Proposal – Sub-Committee Report Kristine Palle Kristine Palle reported that a report was made looking at Sections 6, 7, and 8. We are passive in our protocols and suspensions. Some Sections assign videos and writing assignments to students that have been suspended from games. The sub-committee plans to meet in June.

7. CLOSED SESSION

A. Commissioner's Evaluation Committee went into closed session at 3:20 pm and returned 3:54 pm. No action taken.

8. REPORT SESSION

A. President's Report

Reggie Thompkins

Reggie Thompkins commented on CIF State Basketball Championships at UC Berkeley. Fans were closer to the court giving that real hometown feel. Next year the championships are back to Sleep Train Arena.

B. Treasurer's Report

Jeff Jordan

Jeff Jordan reported that Mitch Carty's office is working hard on investments. Apparel sales are up.

Friends of Golf donations are going back out to schools this month. Broadcast rights are up 111% over last year. Most of that revenue returned to member schools. The revenue share for member schools from Football, Girls volleyball, and Boys/Girls Basketball Championships this year was over \$1 million.

C. Commissioner's Report

Rob Wigod Rob Wigod distributed materials related to competitive-based playoff divisions illustrating what a sample power rankings list would look like for Girls Volleyball, Football, and Girls Tennis using one season of data in those sports.

D. Executive Committee Member Reports

Carter Paysinger – No report.

Rita Dever- Thank you for the important work done by this board and this organization.

Todd Arrowsmith – Involved in high school hockey league with his nephew, West Ranch High School and the Los Angeles Kings.

Desert Area Representative - Paul Kostopoulos - It is a pleasure to be here.

CAPHERD Representative – Jim Perry – The Public/Private committee received the new playoff groupings format quite well.

Northern Area Representative – Mark Rose – Asked the committee to please promote the Champions for Character Golf Tournament.

8. REPORT SESSION (Continued)

Marketing Director - John Costello - We have had a good TV year so far.

Communications Director – Thom Simmons – The new website project is progressing. Sharon Hodge, John Costello and I are working on that. Mitch and I met to have all our paper scanned to become a searchable database.

Assistant Commissioner – Glenn Martinez – Brought attention to the several flyers that were distributed at the meeting - golf tournament flyer, Athletic Administrators Summit flyer. Already starting on next year with the scheduling of the Fall Eligibility Workshops.

Assistant Commissioner – Brandi Stuart – Getting ready for Spring Championships and will be making a presentation at the CSADA Conference in Reno this weekend.

Assistant Commissioner – Rainer Wulf – Invited everyone to Ojai tennis tournament. Has a new assistant, Kristine Trost. Sharon Hodge has been helping train her.

Chief Financial Officer – Mitch Carty – Announced his new assistant and Receptionist, Erin Crenshaw, and that she is doing very well.

Assistant Commissioner – Kristine Palle – She will not be at the next Executive Committee Meeting due to Swimming Championships and the first CIF State Swimming Championships will be held May 22-23. Small Schools Area Representative – Charlie Ricards – Enjoyed representing the CIF-SS at the new school site visit. Commended staff on their helpfulness, with a special thank you Mitch Carty for his help with a financial report, Kristine Palle with the willingness to send out more swim cards and then Sharon Hodge for her help with the Hall of Fame Award nomination process. Congratulations to Rob Wigod, for your leadership.

Citrus Belt Area Representative – Sam Buenrostro – Area Releaguing is every two years in his area and they were going to meet next Monday to set new leagues for the 2016-17 and 2017-18 school years. Activities Director Representative – Debi Weiss – Such a pleasure to serve on the Executive Committee. Welcomed Sharon Hodge to her first meeting as Executive Assistant. Reminded those attending the AD conference to come by the CADA booth.

CSADA Representative – Sandy Gahring – Excited about the CSADA Conference.

CSBA Representative – John Norman – Appreciates the passion and discourse of this group. Gave a thank you to Rob Wigod for his help during a difficult time for him and his family.

Boys Athletic Director Representative – Chris Calderwood – Although a new school, he had three teams in the Winter Championships. Experienced poor sportsmanship at a playoff game in the Inland Empire, then went to Harvard-Westlake on the same day and although they had a loud rooting section, they displayed great sportsmanship. Kudos to Terrance Barnum.

Foothill Area Representative – Loren Kleinrock – Serving on this board is fun with good discourse. Orange County Area Representative – Monica Colunga – Thank you to Rob Wigod and staff for all your work behind the scenes.

CSADA Representative – Dave Reid – Always enthused after one of these meetings.

Executive Assistant – Sharon Hodge – Thank you for the warm welcome and looking forward to serving the organization in this new role.

Past President – Jim Monico – CIF State Basketball was fantastic. High school athletics is the best. Thank you Rob Wigod and staff.

9. ADVANCE PLANNING

A. DATES

- 1. April 29, 2015 CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
- 2. May 13, 2015 CIF Southern Section Executive Committee, Old Ranch Country Club, Seal Beach, California, 1:00 p.m.

B. SUGGESTED AGENDA ITEMS

No items were suggested

10. ADJOURNMENT

A. Time of Adjournment: 4:37 pm

Submitted by:

Sharon Hodge

Executive Assistant

CIFSS

Approved by:

Role City

Rob Wigod Commissioner of Athletics

CIFSS



ROGER L. BLAKE, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF STATE OFFICE • 4650 DUCKHORN DRIVE • SACRAMENTO, CA 95834 • PH: 916-239-4477 • FX: 916-239-4478 • WWW.CIFSTATE.ORG

To: Federated Council

Date: March 20, 2015

Re: Two-Year Pilot Program – So. California Regional Tournament Entries for

Basketball, Soccer and Volleyball

Proposal Originated: C.I.F. Commissioners

Proposal Reviewed

10/01/2013 – Commissioners Committee 01/08/2014 – Commissioners Committee 03/17/2014 – Commissioners Committee 06/18/2014 – Commissioners Committee 09/09/2014 – Commissioners Committee 09/30/2014 – Commissioners Committee 01/13/2015 – Commissioners Committee 03/19/2015 – Commissioners Committee 03/26/2015 – Executive Committee

Type: Bylaw Revisions (Pilot)

Proposal Recommendation

Discussion
Discussion
Discussion

Discussion & Formats Discussion & Formats Discussion & Formats Discussion & Formats

Proposal Forwarded 10-0 support

First Reading

Next: 3/26/2015 Executive Committee, 1st Reading Executive Committee, Action Item

5/1/2015 Executive Committee, Action Item Federated Council, 1st Reading

10/07/2015 Federated Council, Action Item (Immediate Implementation)

Proposal Summary: The Commissioner Committee is forwarding for consideration a Two-Year pilot program that will revise several bylaws that govern entry and divisional placement for Regional and State tournaments in Basketball (1606), Soccer (2401), girls' Volleyball (2902) and boys' Volleyball (2903) for the southern California region only. These changes would be implemented immediately.

Fiscal Impact: None

Background: For the past several years, the four southern California CIF sections have moved to competitive equity playoffs based upon historical success and other statistical factors. Given that all four sections in the south are using this model, this pilot proposal would allow the southern regional tournament playoffs to be a continuation of this process.

1606. REGIONAL AND STATE CHAMPIONSHIP DIVISION PLACEMENT OF SCHOOLS

Each Section will determine the divisional placement for its schools who qualify for the state basketball championships. CIF member schools will be required to participate in the division that has been established by their respective Section unless selected for the Regional Open Division. Sections may use their own established criteria to determine placement of teams in the six seven divisions based on the following guidelines:

Division I As determined by Section
Division II As determined by Section
Division III As determined by Section
Division IV As determined by Section
As determined by Section

Division V As determined by Section, but enrollment may not exceed 600 Division VI As determined by Section, but enrollment may not exceed 200

Divisional placement of teams in the southern California Regional Tournament will be based on rankings provided by each Section at the conclusion of their playoffs. Teams in the southern California Regional Tournament may be moved to a different division than the one in which they participated in during their section playoffs and there will be no enrollment cap in the southern California Regional Division V. This will be a two-year pilot (2015-2016 & 2016-2017) for the southern California Regional Tournament only and will include the Central Section, Los Angeles Section, San Diego Section and Southern Section.

NOTE: The State Championship will include Divisions I-V above and an Open Division. Division VI Regional Championship will be in NorCal only. For more detailed information, please refer to Blue Administrative Regulations and Policy Pages contained in the back of the Constitution and Bylaws and the published Basketball Handbook for Regional and State Championship Basketball Playoffs.

(Adopted May 2001 Federated Council/Revised 2002 Executive Committee/Revised February 2005 Federated Council/Revised May 2018 Federated Council/Revised May 2012 Federated Council/Revised May 2014 Federated Council)

2401. SOCAL REGIONAL SOCCER CHAMPIONSHIPS

Southern California boys and girls soccer championships (five divisions) will be held following the completion of Section playoffs for the Central, Los Angeles, San Diego and Southern Sections.

Divisional placement of teams in the southern California Regional Tournament will be based on rankings provided by each Section at the conclusion of their playoffs. Teams in the southern California Regional Tournament may be moved to a different division than the one in which they participated in during their section playoffs. This will be a two-year pilot (2015-2016 & 2016-2017) for the southern California Regional Tournament only and will include the Central Section, Los Angeles Section, San Diego Section and Southern Section.

(Approved Federated Council February 2007/Revised Federated Council May 2014)

NOTE: For more detailed information, please refer to Blue Administrative Regulations and Policy Pages contained in the back of the Constitution and Bylaws and the published Soccer Handbook for Regional Playoffs.

2902. REGIONAL AND STATE CHAMPIONSHIP DIVISIONAL PLACEMENT OF SCHOOLS

Each Section will determine the divisional placement for its schools who qualify for the state girls volleyball championships. CIF member schools will be required to participate in the division that has been established by their respective Section Sections may use their own established criteria to determine placement of teams in the six divisions based on the following guidelines:

Division I As determined by Section
Division II As determined by Section
Division III As determined by Section
Division IV As determined by Section
As determined by Section

Division V As determined by Section, but enrollment may not exceed 600 Division VI As determined by Section, but enrollment may not exceed 200

Divisional placement of teams in the southern California Regional Tournament will be based on rankings provided by each Section at the conclusion of their playoffs. Teams in the southern California Regional may be moved to a different division than the one in which they participated in during their section playoffs and there will be no enrollment cap in southern California Regional Division V. This will be a two-year pilot (2015-2016 & 2016-2017) for the southern California Regional Tournament only and will include the Central Section, Los Angeles Section, San Diego Section and Southern Section.

NOTE: The State Championship will include Divisions I-V above and an Open Division. Division VI Regional Championship will be in NorCal only. For more detailed information, please refer to Blue Administrative Regulations and Policy Pages contained in the back of the Constitution and Bylaws and the published Basketball Handbook for Regional and State Playoffs.

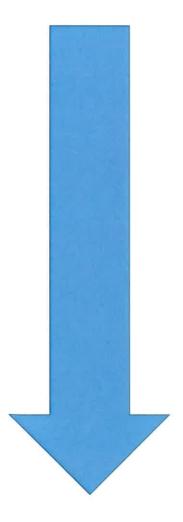
(Adopted May 2001 Federated Council/Revised 2002 Executive Committee/Revised February 2005 Federated Council/Revised May 2008 Federated Council/Revised May 2012 Federated Council/Revised May 2014 Federated Council/Revised May 2014 Federated Council/Revised May 2014 Federated Council

2903. SOCAL REGIONAL CHAMPIONSHIP

A Southern California boys volleyball championship (three divisions) will be held following the completion of Section playoffs for the Central, Los Angeles, San Diego and Southern Sections. Divisional placement of teams in the southern California Regional Tournament will be based on rankings provided by each Section at the conclusion of their playoffs. Teams in the southern California Regional Tournament may be moved to a different division than the one in which they participated in during their section playoffs. This will be a two-year pilot (2015-2016 & 2016-2017) for the southern California Regional Tournament only and will include the Central Section, Los Angeles Section, San Diego Section and Southern Section.

(Approved May 2008 Federated Council)

NOTE: For more detailed information, please refer to Blue Administrative Regulations and Policy Pages contained in the back of the Constitution and Bylaws and the published Boys Volleyball Handbook for Regional Playoffs



Regional Entry and Seeding Information SOUTH

- 1. Each section has a minimum number of guaranteed entries, which will be reviewed annually (in June).
- 2. Each section will rank it's allotted number of teams from 1st through last and teams are entered into brackets by rank order, regardless of section division.
- 3. All Section Division Champions advance to state regional playoffs.
- 4. No enrollment cap in any division in Central, Los Angeles, San Diego and Southern sections.
- 5. Each bracket will be filled.

Basketball		Open	DI	DII	DIII	DIV	DV
Central	14	1	2	2	4	3	3
Los Angeles	13	1	4	3	2	2	2
San Diego	13	1	2	3	2	3	3
Southern	44	4	8	8	8	8	8

Note: Additional one (1) entry in Open Division will be filled by Central, Los Angeles and San Diego Sections; If these 3 sections cannot fill all entries, the Southern Section may fill entries.

Soccer		DI	DII	DIII	DIV	DV
Central	6	1	1	1	1	1
Los Angeles	6	1	1	1	1	1
San Diego	8	2	2	2	1	1
Southern	20	4	4	4	4	4

Note: Central Section and Los Angeles Section will each be allotted one (1) additional entry in either DIV or DV.

Girl's Volleyball		DI	DII	DIII	DIV	DV
Central	6	1	1	1	1	1
Los Angeles	6	1	1	1	1	1
San Diego	8	2	2	2	1	1
Southern	20	4	4	4	4	4

Note: Central Section and Los Angeles Section will each be allotted one (1) additional entry in DIV or DV.

Note: In June, 2016, section allotments will be determined if expansion of girl's volleyball is passed at May, 2015 Federated Council meeting.

Boy's Volleyball		DI	DII	DIII	
Central	2		1	1	0
Los Angeles	3		1	1	1
San Diego	7		2	2	2
Southern	12		4	4	4

Note: Central Section will have one (1) additional entry in DI, DII or DIII
Los Angeles Section will have two (2) additional entries in DI, DII or DIII
San Diego Section will have one (1) additional entry in DI, DII or DIII



10932 Pine Street Los Alamitos, California 90720

CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM**

In accordance with Blue Book Article 3, Bylaw 30.1, the following proposal is submitted for Council consideration.

"CIF Southern Section Council may entertain proposals submitted to the governing body on the appropriate proposal form from duly appointed advisory committees, leagues or the Executive Committee." All items coming before the Southern Section Council must contain the financial implications on member schools, leagues and the Southern Section.

Date:1/28/15
Submitted by: Name of representative:MATT HOWELL
School of representative: Telephone: ARROYO VALLEY 909-381-4295
Check one of the following: League Proposal. Name of League:SAN ANDREAS
Advisory Committee Proposal. Committee Name:
☐ Executive Committee Proposal. Submitted by:
Rule Change: Rule Number Affected:1607
Abstract: (Please add any supporting documents.) At the conclusion of the third quarter or any point thereafter, OR EARLIER, BY MUTUAL CONSENT OF BOTH COACHES, if there is point differential of forty (40) or more points, a running clock shall be instituted for the remainder of the game, regardless of the score. This bylaw applies to all levels of play. (Approved May 2004 Federated Council) Council First Read: Council Action Date:
Date Proposal will take effect on member schools:WINTER 2015-2016
See reverse side for additional information. Proposal Number

Telephone: (562) 493-9500

FAX: (562) 493-6266

Financial Impact on Member School and Southern	Section (Attach	an analysis	and supporting
documents):			

All Council Proposals must be submitted according to the timelines published in the Blue Book. If they are not received in a timely manner, they will be postponed until the next meeting.

Council Proposals that do not contain the information in the fields provided on both pages will not be considered.

Sport advisory committees are advised to confine their proposals to the sport(s) under their advisement. Any proposals that do not affect Articles 1400 – 3100 must contain a rationale as to why the sport advisory committee is requesting action.

Procedure for Proposed Bylaw Changes:

- 1. Identify the bylaw, by number, to be changed or eliminated.
- 2. Type the bylaw, using normal font face, for language that will remain unchanged.
- 3. Use strikethrough to identify language to be eliminated or changed.
- 4. Identify proposed language using bold type.

For example, if a league wants to address the color of jerseys in basketball, the proposal may read:

The		League pro	poses the	following	changes :	to the ba	asketball	bylaws
	(your league name)		•	_				·

Bylaw 1623 Color of Jerseys

Proposed language:

"In all basketball games played between member schools of the CIF Southern Section, The host team shall wear white dark colored jerseys."



10932 Pine Street Los Alamitos, California 90720 Telephone: (562) 493-9500 FAX: (562) 493-6266

CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM**

In accordance with Blue Book Article 3, Bylaw 30.1, the following proposal is submitted for Council consideration.

"CIF Southern Section Council may entertain proposals submitted to the governing body on the appropriate proposal form from duly appointed advisory committees, leagues or the Executive Committee." All items coming before the Southern Section Council must contain the financial implications on member schools, leagues and the Southern Section.

Date: 3/6/15

Submitted by:

Name of representative: <u>CIF-SS Softball Advisory Committee</u>

School of representative: N/A HS Telephone: N/A

Check one of the following:

Committee Proposal. Name of League: N/A

Rule Change:

Rule Number Affected: STATE 2502 Implementation Date: Spring 2016

It is required recommended that adult base coaches wear a protective helmet and recommended that the helmet meet NOCSAE standards.

Abstract:

This original rule was passed as an all-encompassing rule for the sports of baseball and softball. Unlike the major governing bodies of baseball, softball does not perceive this as a softball problem. The NCAA, NPF, and ASA do not have this rule implemented in their respective organizations. In addition, CIF-SS Softball Advisory Committee is not in favor of the current rule.

Unintended consequences may see female coaches stepping away from coaching. There may also be an increase in the number of student-athletes (not coaches) coaching on the bases.

Rules governing softball should be considered separately from those governing baseball as they are separate sports.

Council First Read: 4/29/15 Council Action Date: 10/6/15

Date Proposal will take effect on member schools: February 27, 2016

Financial Impact on Member School and Southern Section (Attach an analysis and supporting documents): There will be a positive financial impact as schools will not be mandated to purchase helmets for the new season.



New Member School Evaluation Form

Principal SANTOC GIMPO		Yrs, as Principal 14	CIF/Athletic Background? (Y) N
Athletic Director SANIOS	Camlos	Yrs. as Principal 16 Yrs. as A.D 5	CIF/Athletic Background? Y N
Date of	Contact		
Visit/Phone $\frac{4/20/i}{}$	<u> </u>	SITE VISIT	
Visit/Phone	18.90		<u>.</u>
			<u> </u>
Enrollment	Current	Next Year	Target
Grade 9	54	60	65
Grade 10	70	85	(05'
Grade 11	49	54	65'
Grade 12	30	49	6s'
		untry, Field Hockey, Football, Golf, o, Volleyball, Water Polo, Wrestling Girls Varsity	Girls Junior Varsity
FB. BASK Coult	NONE	VB, BASIC, Soci	NONE
BASIL BACK		Safi Bore Gace	
FB, BBK Soult- BAZE BACK) OI 1 DA / 1 A D	
(1-3/			
Current Athletic Competition:	COMINUNTION	N SCOTODE LEAG	UC
Facilities: CITY OF	MOVAL	N SCOTOR LEAG	
Commitment to abide by:	***	· - · · · · · · · · · · · · · · · · · ·	114147-19
 Mission of CIF Sportsmanship/Ethics Season of Sport Calenda Eligibility Rules Play limited to CIF men Willingness to pay CIF Area Placement and leag Gender equity 	nber schools only Southern Section sport fees a gue membership	nd State CIF legal liability fees.	
Comments: MILITAT	4 Heaveny	- CA CAVET GO	ref
Membership Recommendation:	commend Do not Recom	mend	



CIF Southern Section Application for Membership 2015-16 School Year ALL INFORMATION MUST BE TYPED

Name of School Riverside County Education Academy
Street Address 13730 Perris Blvd
City and Zip Code Moreno Valley 92553
School Telephone 951 826-4902 Athletic Telephone 951 826-4905 Fax 951 826-4990
School Website WWW.rcea.us
Type of School (Check where applicable)
Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 51 10th 69 11th 51 12th 22
Total Number of Current Year Students 192
Anticipated Future Enrollment 3 Years Hence 250 5 Years Hence
New Public High Schools under Construction - Planned Opening Date
Charter Schools Only - Chartering District/Institution Riverside County Office of Education
Athletic Program Goals and Objectives
We want to provide our students with the opportunity to compete in athletic sports
Athletic Administration
Name of Principal Santos Campos Principal's email scampos@rcoe.us
Name of Athletic Director Santos Campos Athletic Director's email scampos@rcoe.us
Accreditation 1
WASC 533 Airport Boulevard, Suite 200 Burlingame, CA 94010-2009
Name and Address of Accrediting Organization

Revised June 2014

1 | P a g e

<u>Facilities</u>									
Sport Volleyball		Practice Fa		ec Center	Game Site and Location Moreno Valley Rec Center				
Footbal		March	Middle S	chool	Lasselle Sports Park				
Basketh	pall	Moreno	Valley Re	ec Center	Moreno Valley Rec Center				
Soccer		Moreno V	alley Comr	nunity Park	Moreno	Valley (Community Par	-k	
Baseba		Moreno V	alley Comr	nunity Park	Moreno	Valley (Community Par	— к	
Softball		Moreno V	alley Comr	nunity Park	Moreno	Valley (Community Par	— к	
		<u> </u>		·					
Below is a lis	ipation Levels ting of sports offer vill be competing,	ered for both be	oys and girls v	vithin the CIF Sout ty (JV), freshman a	hern Section. nd sophomore	Please inc	licate what level	_	
Season	Sport	Boys	Girls	Season	Sport	Boys	Girls		
Spring	Cross Country Field Hockey Football Golf Tennis Volleyball Water Polo Badminton Baseball Golf Gymnastics Lacrosse Softball Swimming			Winter	Basketbail Soccer Water Polo Wrestling				

Tennis

Track & Field

Volleyball

Revised June 2014

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Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- 1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- 3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 6. Application fee made payable to CIF Southern Section and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Heather Smith

IMPORTANT Please Note:

Revised June 2014

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting copy submissions will not be acce		files ONLY, email	to Heather Smith at h	eathers@cifss.org; hard			
Administrator of School (Superintene	lent/Principal)	Officer (Board/Trustee Officer)	/			
Riverside County Educat	ion Academy	RCE/	A Advisory Board	1			
Name of School		Name of	District Board				
2/11/15		2/11/ ⁻	15				
Date		Date	Date				
**********	and the second s		*******	*******			
CIF Southern Section Executive C	dinimittee Keylew and	Approvat Status					
CIF Southern Section Executive C	Approved	Probationary	Full, Restricted	Full, Unrestricted			

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Riverside County Education Academy (RCEA)

Athletic Program and Coaches



Football Varsity — Santos Campos head coach 25 years coaching athletic sports on high school and AAU circuit. Coached football 4 years 3 as a Freshmen head coach and 1 year Orangecrest Football Jr. All American. Played 4 years high school football.

Basketbail –Steve Howell head coach 20 years coaching basketball on high school and semi pro level sports.

Soccer – Nathan Mendoza 4 years coaching experience. Played 4 years varsity high school and 4 years in college

Baseball - Steve Howell head coach 20 years coaching baseball on high school and Pony league.

Track – Joe Vines ran track 4 years high school and 10 years US Marine Corp.

Volleyball – Kat Maddox head coach over 20 years experience in athletics as coach and official. She coached volleyball for over 20 years. Played high school and college volleyball

Basketbail- Santos Campos head coach 25 years coaching athletic sports on high school and AAU circuit. Coached Basketball over 20 years on high school, AAU and NBA level Played 4 years high school basketball.

Soccer- Nathan Mendoza 4 years coaching experience. Played 4 years varsity high school and 4 years in college

Softball -Santos Campos head coach 25 years coaching athletic sports on high school and AAU circuit. Coached softball for 7 years on high school level



2014-15 CBEDS - Online Reporting Application (CBEDS-ORA) SIF COMPLETED

Edit | Reports | Submit/Certify Data | Advanced Features | CBEDS Resources | Main Menu | Logoff

₹

CDS Code: 33103300125237

School: Riverside County Education Academy

To view a report please select a school:

Riverside County Education Academy

Section A. Full-Time Equivalent of Classified Staff by School

Description	American Indian or Alaska Hative not Hispanic Male		Pacific Islander not Hispenic Male	not	of Any	African American not	not	Two or More Races not Hispanic Male	American Indien or Alaska Native not Hispanic Female	Asian not	not	Filipino not Hispanic Female	Any	African American not Hispanic Female	not	Two or More Reces not Hispanic Female	
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0,00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FTE Office/Clerical Staff	0.00	0,00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	00,00	0.00	0.00	0.00	0.00	0.00	0,00
FTE Other Classified Staff	0.00	00.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	30.0

Section B. Educational Options/Independent Study/Online Education

		Number of Participatin	ng Students	
Row	Types of Educational Options	K-8	9-12	
1	Alternative Schools and Programs of Choice	0	168	
2	Magnet Schools or Programs	0	0	
3	Unduplicated Total of Lines 1 & 2	0		
		Number of Participatin	ng Students	
Row	independent Study/Online Education	K-8	9-12	
4	Independent Study: Taking one or more classes	0	0	
5	Independent Study: Taking 50% or more of their classes	0	0	
6	Online Education: Taking one or more classes	0	0	
7	Online Education: Taking 50% or more of their classes	0	0	
8	Unduplicated Total of Lines 4 & 6	0	0	
	Independent Study	Number of Participating	g Students	
Num and (ber of students who took one or more high school classes through Independent study graduated from high school during the 2013-14 school year.	0		

Section D. Educational Calendar

		Yes
Year-round Calendar	Single-track Multitrack 60/20 90/30	
Ted Touris Catolical	Multitrack	
	60/20	
	90/30	
	Concept 6	
Single-track or mutatrack only, the year-round calendar type.	Custom	
•	60/15	
	45/15	
	Modified Concept	
Begin Date	08/13/2014	

-	End Date	•	06/11/2015
L			00111111010

Section E. Parental Exception Waiver

Number requested	o
Number granted	0

Section G. Estimated Number of Teacher Hires

Subject Areas	2015-16
Agriculture	3.0
Art	1,0
Bilingual Education	0.0
Business	0.0
Dance	0.0
English	1.0
Foreign Language	0.0
Health Education	0.0
Home Economics	0.0
Life Science	1.0
Mathematics	1.0
Music	3.0
Physical Education	0.0
Physical Science	0,0
Reading	0,0
Self-contained Classes	0.0
Special Education	0.0
Social Science/Studies	1.0
Drama/Theater	0.0
Trades and Industrial Arts	0.0
Other Specializations	0,0

Section M. Truancy

Number of truant students	15
Explanation of zero truants	

Web Policy

SANTOS CAMPOS

Phone: (951) 318-0148 scampos@rcoe.us

13730 Perris Boulevard Moreno Valley, Ca 92553

EDUCATION				
Ed.D	La Sierra University, Educational Leadership Dissertation: In progress	May 2006		
MS	CSU San Bernardino, Education Administration	May 1996		
BS	CSU San Bernardino, Social Science	Mar 1994		
Work E	XPERIENCE			
River	side County Education Academy	2011- Present		
Princi	pal of Military Charter School			
Distri Respo	d Unified District ct of High School Development onsible of Hillcrest High School (New High School) nnel, Academics and Athletics and Activities	2010-2011		
	d Unified District pal Norte Vista High School	2003-2010		
	acinto Unified District pal San Jacinto High School	2000-2003		
	Sernardino City Unified District Principal Cajon High School	1998-2000		
	Bernardino City Unified District er San Gorgonio High School	1994-1998		

ATHLETICS EXPERIE	NCE	
Riverside County	Education	Academy

Principal / Athletic Director

2011- Present

Responsible for putting teams in league and checking for eligilibity and ensuring proper paperwork / physicals submitted before any student athlete can participate in sports

Freshmen Basketball Coach King High School Riverside, Ca

2013-2014

Alvord Unified District

2010-2011

District of High School Development

Responsible for Athletics District wide to include advisement to principal's

Resolving any disputes with school /community

Implementation of athletic program at Hillcrest to include building of

Athletic fields and ordering initial equipment for all sports

Alvord Unified District

2003-2010

Principal Norte Vista High School

Oversaw the athletic program to ensure compliant of CIF Blue book Regulations

Facilitated Releaguing process for Citrus Belt Area Schools

2008-2010

San Jacinto Unified District

2000-2003

Principal San Jacinto High School

Oversaw the athletic program to ensure compliant of CIF Blue book Regulations

San Bernardino City Unified District

1998-2000

Asst Principal Cajon High School

Oversaw the athletic program to ensure compliant of CIF Blue book Regulations

San Bernardino City Unified District

1994-1998

Teacher San Gorgonio High School

Coached the following sports:

Freshmen Football	1989-1991
Boys Basketball	1989-1996
Girls Softball	1992-1998
Girls Basketball	1996-1998

AAU Basketball Coach

Westcoast Warriors Basketball AAU - Moreno Valley Ca.

2010-Present

ATHLETIC CERTIFICATIONS

First Aid and CPR	2014-Present
Fundamentals of Coaching Course NFHS	2014-Present
Concussion in Sports NFHS	2014-Present
NCAA Coaching Card	2010-Present



I. INTRODUCTION: FOUNDING GROUP

The Riverside County Superintendent of Schools (RCSS) recognizes that the traditional public school is challenged to meet the needs of a growing portion of the county's student population. The prolonged national recession has magnified this problem, bringing more fully to light the social, emotional, and financial impact on the lives of students and society. In response, the RCSS proposes to establish the Riverside County Education Academy (RCEA), a charter school specifically designed to address the academic needs of students at risk of not completing high school. The RCEA's combination of high quality learning opportunities and the rigorous regimen of a military learning environment will contribute to the efficacy of the program.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

MISSION

The mission of the Riverside County Education Academy is to help ensure the success of all students in Riverside County, with a specific focus on at-risk students. In this context, student success is defined as graduating from high school well-prepared for college and the work force.

VISION

Through a military learning environment that promotes differentiated instructional strategies, personal discipline, physical fitness, and leadership skills, the RCEA will inspire honor and pride in its cadets to encourage them to demonstrate ethical behavior and to become responsible citizens. Successful cadets will respect diversity and exhibit sound decision-making skills. They will attain basic educational goals, complete high school, and be prepared to pursue a variety of post-secondary opportunities, including military service, higher education and/or technical training, be productive in the workforce, and be lifelong learners.

At the RCEA, cadets will learn and behave in a way that demonstrates the core values of integrity, service before self, excellence, respect, personal courage, loyalty, education, health, and duty. The RCEA will combine the support and resources of parents, educators, and the community to support cadets in achieving these goals.

EDUCATIONAL PHILOSOPHY

The educational philosophy of Riverside County Education Academy is a program built on Rigor, Relevance, and Relationships, as found in a highly structured military learning environment. Rigor deepens degrees of learning so that cadets are applying and analyzing information, solving problems, and expanding their understanding. Rigor involves high levels of academic content and instruction with a range of supports to ensure cadet success. Curriculum and instruction are aligned with requirements for military service, post-secondary education, and the world of work. Relevance in an instructional program corresponds to cadets' interests and needs using meaningful real-world situations and contexts. Linking the current educational program to each cadet's future through individualized, personalized learning opportunities is the key to relevance. Relationships provide the means for cadets to be connected and empowered to succeed by establishing meaningful links within the school and community where cadets feel a



Assessment

RCEA will administer academic assessments throughout the year with the purpose of assessing cadet needs and growth areas in targeted academic curricular standards. RCEA staff will work as a team based on the Professional Learning Community (PLC) concept to regularly monitor cadet achievement data and make adjustments to provide extra time and support for struggling cadets. RCEA will participate in required state assessments.

Parent Participation

Home-school communication is a critical factor for cadet success. Administrators and teachers will contact parents to notify them of cadet progress and events and activities. To support parents' and families' participation, growth and development, the following activities will be offered and/or required:

- Required to participate in the development of their cadet's Individual Learning Plan (ILP)
 and understand academic and transition goals.
- Required parent/guardian volunteer service of two hours per month or 20 hours annually.
- Offered outreach programs to provide agency services as well as English as a Second Language (ESL), Graduation Equivalency Diploma (GED), and computer classes for parents.
- Offered parenting classes to improve their cadet's behavior and other resources for parents such as social workers and counseling.

High School Requirements

To attain a high school diploma, cadets must earn a total of 200 credits and pass the English/Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE). High school cadets in grades 9-12 receive credits for courses passed and credits are transferable to other high schools. Cadets must attain passing grades in the following state and local required courses to be eligible for a high school graduation diploma from the Riverside County Education Academy:

•	English	30 credits
•	Mathematics	20 credits (including 10 credits of Algebra)
•	Life Sciences	10 credits
•	Physical Sciences	10 credits
•	World History	10 credits
•	U.S. History	10 credits
•	Economics	5 credits
•	American Government	5 credits
•	Physical Education	20 credits
•	Visual/Performing Arts/	
	Foreign Language	10 credits
•	Electives	70 credits

Credits earned from the following alternative means may be considered electives and included as part of the 200 credits required for graduation.



the teacher is respected, supportive and trusted, the curriculum is based in real life applications and presented in one-on-one or small group settings, and the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on individual needs of the students.

RCEA holds the fundamental beliefs that learning best occurs when:

- Work is challenging and accessible to all students
- Learning opportunities are expanded by accessing various segments of the Riverside County community
- · All learning modalities and styles are incorporated into instructional design
- Cadets understand that learning tasks have purpose, meaning, and application beyond the academic setting
- Instructional activities are integrated, meaningful, and engaging
- Family is an integral part of a cadet's education
- Learning and real-life experiences are considered teaching and learning tools

Each cadet will develop an Individualized Learning Plan (ILP) designed to set goals and a focused educational pathway. With the assistance of parent/guardian, mentor and staff support, the cadet will identify goals that will be periodically reviewed. Teachers, parents, students, and mentors hold regular briefings to adjust the ILP as needed to ensure progress toward meeting educational goals and to review achievement of the goals. Students work at their own level of competency as determined by initial math and reading placement assessments.

Each cadet will develop an ILP as part of the week-long boot camp. The ILP will be reviewed each quarter as the cadet and staff work together toward goals, and later on when processing and summarizing the student's educational growth. The meeting/review dates will be noted on the ILP form.

The ILP serves as a guide and learning tool for students. It is a reflection of the importance of the student's involvement in the learning process. RCEA believes Cadets must develop self-discipline in maintaining a focus on goals and purpose, reflecting on their progress, and adjusting their life paths. The ILP is a tool in the development of this process.

Guiding Structure

Riverside County Education Academy's uses a curricular approach that is based upon the following concepts:

- High Expectations setting high expectations for all student
- Self-Discipline responsibility for one's own behavior;
- Character Development emphasis on the development of integrity, service before self,



respect, excellence, personal courage, loyalty, education, health, duty, and enthusiasm;

- Vocational Training—increasing access to intellectually challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, English, and problem-solving skills in the modern workplace and in preparation for continued learning;
- Academic Studies increasing access to academic studies that teach the essential concepts as related to real- world projects and problems;
- Work-based Learning a system that integrates school-based and work-based learning;
- Community service giving students the opportunity to volunteer and take an active role in their communities:
- Leadership Development providing students with an opportunity to complete leadership-based curriculum, experiences, and activities;
- Teachers working together teachers plan and deliver integrated instruction aimed at teaching high-level academic and technical content in professional learning communities;
- Active Students Engagement getting every student involved in rigorous and challenging learning;
- Extra Help providing a structured system of extra help to enable students who may lack adequate preparation to complete a program of study that includes high-level academic and technical content;
- **Keeping Score** using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning.

Standards-based Core Curriculum

All cadets will receive instruction in the California State Content Standards core curriculum in English Language Arts (including ELD), mathematics, history-social sciences, and science plus physical education. Cadets will receive appropriate grade level state standards based textbooks including reading and math interventions if needed. Cadets identified as English Language Learners will receive English Language Development instruction. Cadets will be appropriately placed in grade level core or intervention courses in math, English Language Arts and English Language Development (ELD) sections. Textbooks and instructional materials are aligned with the State of California adopted frameworks and standards.

The primary materials for students in grades 9-12 are chosen from the following: State Standards Aligned/ California Adopted Textbooks. There are three levels of texts available for almost every subject in high school; a level of text serving lower reading/high interest levels, average high school, and a higher level to challenge advanced students.

- Glencoe Writer's Choice, Grades 9-12, English Grammar/Writing
- AGS Basic English Composition, Grades 9-12, English Grammar
- AGS Basic English Grammar, Grades 9-12, English Grammar
- Globe Fearon Basic English, Grades 9-12, English Grammar
- McDougal, Wordskills, Grades 9-12 Vocabulary
- McDougal, Littell Literature and Language, Grades 9-12 Literature
- AGS Exploring Literature, Grades 9-12 Literature
- AGS World Literature, Grades 9-12 Literature
- Language!, Grades 9-12, English Language Development



- Edge, Hampton Brown, Grades 9-12, English Language Development
- AGS Basic Math Skills" (Grades 9-12)
- Holt Math Algebra Readiness
- AGS Pre-algebra
- Glencoe Pre-algebra
- Holt Algebra I
- AGS Algebra
- Glencoe Algebra 1: Concepts & Applications
- AGS Geometry Glencoe Geometry: Concepts & Applications
- Holt Geometry
- Holt Algebra 2
- Glencoe World History: Modern Times
- Glencoe World History: The Human Experience
- Globe Fearon World History
- AGS U.S. History
- Globe Fearon U.S. History
- Glencoe The American Journey (Calif. Edition)
- Glencoe The American Journey (National Edition)
- Glencoe American Government"
- Globe Fearon American Government
- Glencoe Economic: Today and Tomorrow
- Globe Fearon Economics
- AGS General Science
- Globe Fearon General Science
- Holt Life Science
- Glencoe Biology: Dynamics of Life
- Glencoe BSCS Biology: A Molecular Approach
- Globe Fearon Biology
- AGS Physical Science
- Prentice Hall Physical Science: Concepts in Action
- Holt Physical Science
- Holt Earth Science
- Glencoe Health

Master Schedule

RCEA teachers will use a variety of pedagogical strategies appropriate for a cadet's instructional level. The master schedule of classes ensures curriculum pacing and appropriate use of instructional time to implement a standards-based core curriculum for every cadet and intervention for every cadet in need of additional assistance and support. The 360 instructional minutes provides increased targeted intervention for every identified cadet. RCEA maintains a 175 day school year with an additional week-long boot camp. The boot camp will focus on physical conditioning, character development, military protocols, traditions, and discipline, goal setting, and leadership development.

Computer-based credit recovery courses through online learning offer an opportunity for cadets to utilize technology to more quickly complete coursework and graduate with their peers.



Executive Committee Member - Area Representative

New Member School Evaluation Form

Sch	ool Name Pacifi	ica Christian		
Principal Dr. Ben Roberson		Yrs. as Principal 4	CIF/Athletic Background? Yes	
Athletic Director Brandon Gonzalez		Yrs. as A.D5	CIF/Athletic Background? Yes	
	<u>Date</u>	of Contact	<u>Notes</u>	
Visi	t/Phone 3/23/15 Initial	contact by phone		
Visi	t/Phone 4/8/15 Visit	Met with Principal, Dr. B	en Roberson and Head of School	ol, David O'Neil. AD unavailable.
	Enrollment	Current	Next Year	Target
	Grade 9	0	35	
	Grade 10	0	15	
	Grade 11	0	0	
	Grade 12	0	0	
Spo			ountry, Field Hockey, Football, ld, Volleyball, Water Polo, Wres	Golf, Gymnastics, Soccer, Softball,
	Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
	Cross Country		Cross Country	
	Basketball		Volleyball	
	Soccer		Basketball	
	Track		Soccer	
	Volleyball or Golf		Track	
Curr	ent Athletic Competition:	None		_
		s and beach. Vanguard Univer	sity for soccer and track. Home gol	f course TBD.
Con	mitment to abide by:			
	 Mission of CIF Sportsmanship/Ethic 	s		
	Season of Sport Cale			
	4. Eligibility Rules5. Play limited to CIF n	nember schools only		
	Willingness to pay C	IF Southern Section sport fees	and State CIF legal liability fees.	
	7. Area Placement and I8. Gender equity	league membersnip		
Con	ments: <u>Campus is very smal</u>	but being remodeled. Both B	en and David are committed to prov	viding a positive experience for their student
		he students. Everyone seems to	o have limited experience with CIF	but understand there is a bluebook and plenty
of re	sources to answer questions.			
Men	nbership Recommendation: X	Recommend Do not Recommend	mmend	
	Jun Outro			



CIF Southern Section Application for Membership 2015-16 School Year

ALL INFORMATION MUST BE TYPED

Name of School Pacifica Christian High School-Orange County							
Street Address 883 W. 15th Street							
City and Zip Code Newport Beach, CA 92663							
School Telephone (949) 887-2070 Athletic Telephone (949) 887-2070 Fax	(949) 887-2620						
School Website www.pacificaoc.org							
Type of School (Check where applicable)	•						
Grades 9-12 Grades 10-12 Public Private Coed All Boys	All Girls						
Number of Students per Grade (Current Year) 9th 35 10th 15 11th1	2 th						
Total Number of Current Year Students O							
Anticipated Future Enrollment 3 Years Hence 120 5 Years Hence							
New Public High Schools under Construction – Planned Opening Date Not applicable							
Charter Schools Only - Chartering District/Institution Not applicable							
Athletic Program Goals and Objectives Pacifica OC is committed to encouraging excellence on the field and off. New and experienced							
athletes alike are provided opportunities to grow, experience competition, and benefit from							
Athletic Administration Name of Principal Dr. Ben Roberson Principal's email brobe	erson@pacificaoc.org						
Name of Athletic Director Brandon Gonzalez Athletic Director's email bgc	bgonzalez@pacificaoc.o						
Accreditation							
Pacifica OC will seek accreditation from WASC next year, when we open.							
Name and Address of Accrediting Organization							

Facilities

Sport	Practice Facility	Game Site and Location Regional Invitationals	
Cross Country	883 W.15th St. Newport Beach,		
Girls Volleyball	883 W.15th St. Newport Beach,	883 W. 15th St. Newport Beach,	
Basketball	883 W.15th St. Newport Beach,	883 W. 15th St. Newport Beach,	
Soccer	680 California Ave. Irvine CA	55 Fair Dr, Costa Mesa CA	
Track & Field	600 Irvine Ave, Newport Beach	600 Irvine Ave. Newport Beach	
Boys Volleyball	883 W.15th St. Newport Beach,	883 W.15th St. Newport Beach,	

Initial Participation Levels All JV next year.

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

					•	• /	
Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country Field Hockey Football Golf Tennis Volleyball Water Polo			Winter	Basketball Soccer Water Polo Wrestling		
Spring	Badminton Baseball Golf Gymnastics Lacrosse Softball Swimming Tennis Track & Field Volleyball						
Revised J		<u> </u>					2

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- 1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
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- 3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 6. Application fee of \$100, made payable to CIF Southern Section and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Heather Smith

IMPORTANT Please Note:

Revised June 2014

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May Ist to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Heather Smith at heathers@cifss.org; hard copy submissions will not be accepted. Administrator of School (Superintendent/Principal) Officer (Board/Trustee Officer) Pacifica Christian High School-Orange County Pacifica Christian High School-Orange County Name of School Name of District Board CIF Southern Section Executive Committee Review and Approval Status Approved Probationary Full, Restricted Full, Unrestricted Date Denied Area Placement Commissioner of Athletics

Pacifica Christian High School-Orange County is a brand new school in Newport Beach, California. As such, we cannot submit an affidavit with the State of California until Fall 2015. In lieu of that, I am attaching a copy of our Articles of Incorporation.

Sincerely,

Luis Garcia Business & Operations Pacifica Christian High School-Orange County ARTS-PB-501(c)(3) Articles of Incorporation of a Nonprofit Public Benefit Corporation

To form a nonprofit public benefit corporation in California, you can fill out this form or prepare your own document, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form or document.

Importanti California nonprofit corporations are not automatically exempt from paying California franchise tax or income tax each year. A separate application is required in order to obtain tax exempt status. For more information, go to https://www.ftb.ca.gov/businesses/exempt_organizations or call the California Franchise Tax Board at (916) 846-4171.

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Ruc-

FILED Secretary of State State of California

100 JAN 22 2014

Franchise Tax Board at (916) 84	6-4171.	California	
Note: Before submitting this for	n, you should consult with a private a	ittorney for	
advice about your specific busin	ess needs.	This Spa	ice For Office Use Only
For que	stions about this form, go to www.	sos.ca.gov/business/þe/filing-li	ps.htm
Corporate Name (List the propose nd restrictions.)	d corporate name. Go to www.sos.ca.gov/but	ilness/be/name-availability,htm for gen	eral corporate name requirements
① The name of the corpora	ulon is Pacifica Christian High	School - Orange County,	Inc.
orporate Purpose (Hem 2a: Che poses, or if you intend to apply for la	ck one or both boxes. Item 2b; The specific p k-exempt status in California.)	urpose of the corporation must be liste	d if you are organizing for "public"
organized under the	nonprofit Public Benefit Corporation Nonprofit Public Benefit Corporation La	w for: 🔽 public purposes.	ate gain of any person. It is charitable purposes.
b. The specific purpose	of this corporation is to provide high	th school education	
i case your corporation is sued. You re ne agent is a 1505 corporation as the a	nia resident or an active 1505 corporation in C nay list any adult who lives in California. You n ddress for service of process is already on file.	nav not list vour own comoration as the	gent to accept service of process a agent. Do not list an address if
(3) a. Keith Carlson			
b. 2424 SE Bristol	St. Ste. 300	Newport Beach	CA 92660
Agent's Street Address (II	agent is not a corporation) - Do not list a P.O. Bo	x Clly (no abbreviations)	Siele Zip
orporate Addresses			
a. 2424 SE Bristol	St. Ste. 300	Newport Beach	CA 92660
Initial Street Address of C	orporation- Do not list a P.O. Box	City (no abbreviations)	State Zip
b.	Corporation, if different from 4a		
		City (no abbreviations)	State Zip
ix Boata nucet Intellial Kenoune Code	wing statements are required to obtain tax ex section 601(c)(3). Note: Corporations seekin	g other types of tax exemptions should	not use this form.)
(5) a. This corporation is of meaning of internal R	organized and operated exclusively frevenue Code section 501(c)(3).	or the purposes set forth in A	rticle 2a hereof within the
 b. No substantial part of the substantial	the activities of this corporation shall n, and this corporation shall not parti ion of statements) on behalf of any car	consist of carrying on propagan cloate or intervene in any politic	da, or otherwise attempting cal campaign (including the
C. THE DIDDERV OF CHES	corporation is irrevocably dedicated to this corporation shall ever inure to the	I ING NITHARAR IN AMIRIA 7a ha	rant and no nort of the wat
d. Upon the dissolution all debts and liabilitie	person. or winding up of this corporation, its a ss of this corporation shall be distribu ed exclusively for charitable, educati under internal Revenue Code section (ssets remaining after payment, of ted to a nonprofit fund, foundat onal and/or religious purposes 501(c)(3).	or provision for payment, of ion or corporation which is and which has established
als form must be slaned by each	ch incorporator. If you need more sp attachments are made part of these artic	sace affach evira names that as	
16th	Rr	bert J. Lamm	
Incorporator - Sign here		rint your name here	
ake check/money order payable to: §	Secretary of State	y Mall	Dran Off
oon filing, we will return one (1) unce	rtified copy of your Secre	tary of State	Drop-Off Secretary of State
ed document for free, and will cert quest and payment of a \$5 certificati	ity the copy upon Business Entitle on fee. Secrement	es, P.O. Box 944260 1 D. GA 94244-2600	600 11th Street, 3rd Floor

Corporations Code §§ 5130-5132 et seq., Revenue and Taxation Code §§ 23151 et seq. and 23701 et seq. ARTS-PB-601(c)(3) (REV 06/2013)

2013 California Scoretary of State vww.sos.ca.gov/business/be



thereby certify that the foregoing transcript of page(s) is a full, true and correct copy of the original record in the custody of the Celliomia Secretary of State's office.

JAN 29 2014 @A

Date:_

DEBRA BOWEN, Secretary of State



3639746

Tel (310)828-7015 Fax (310)829-2063 1/30 Wilshire Boulevard, Santa Monica, California 90403 www.paclficachristlan.org

January 22, 2014

To Whom It May Concern:

On behalf of Pacifica Christian High School located at 1730 Wilshire Blvd., Santa Monica, CA, 90403, I hereby authorize the formation of Pacifica Christian High School – Orange County, Inc. by Robert J. Lamm as incorporator.

Kent Crawford

President

Board of Trustees

Pacifica Christian High School

kent@westsidechristian.com

[T608]1155848.DOC;1[

teaching students to think and live well

DR. BEN ROBERSON

16331 Hollywood Ln. • Huntington Beach, CA 92649 • (714) 334-1803 • broberson@pacificaoc.org

OBJECTIVE

To serve in an adjunct professor position that will enable me to utilize my leadership and teaching skills to create an academic culture that encourages continuous improvement and higher level thinking skills for K-12 educators.

EDUCATION

Doctorate of Education in Leadership, Administration, and Policy Pepperdine University Graduate School of Education and Psychology	2013
Master of Science in Administration Pepperdine University Graduate School of Education and Psychology	2008
Master of Science in Physical Education Azusa Pacific University	2007
Bachelor of Arts in Exercise Science Point Loma Nazarene University	2001

CREDENTIALS

Clear Administrative Services Credential Educational Leadership	2008
Pepperdine University Graduate School of Education and Psychology	

California Clear Single Subject Teaching Credential 2003 Chapman University

ADMINISTRATIVE EXPERIENCE

Founding Principal Pacifica Christian High School-Orange County

- Oversee academic program
- Recruit, retain, and support founding faculty
- Develop faculty policies and performance evaluations
- Craft all academic documents for UC, AP, & NCAA approval
- Supervise founding WASC accreditation
- Lead student-recruitment and admission process

Head of School 2010-2014

Calvary Christian School, Santa Ana

- Directed formation and implementation of 4-year strategic plan
- Supervised and evaluate faculty and staff
- · Facilitated staff development, curriculum and instruction
- Faculty perception of unity increased 50% over 4 years
- Mathematics scores increased 11 percentile points in grades 5-8
- Language composite sores increased 9 percentile points in grades 1-8

2014-Current

Dean of Academics 2008-2010 Pacifica Christian High School-Santa Monica Head of College Counseling, Academic Advising & Student Life Facilitated professional development and implement data-driven assessments Conducted teacher evaluations and coordinate teacher/peer observations Implemented after school tutoring program Served on WASC Administrative Team TEACHING EXPERIENCE **Adjunct Professor** 2012-Current Pepperdine University, Graduate School of Education & Psychology Instructor of Human Development Instructor of Secondary Methods Course Instructor of Advanced Secondary Methods Instructor of Secondary Content Methods (History) **High School Teacher** 2008-2010 Pacifica Christian High School, Santa Monica • Taught 10th Grade Theology Taught 12th Grade College Counseling Course Middle School Teacher 2004-2008 Oaks Christian School, Westlake Village Instructed 6th & 7th grade Theology Developed course curriculum **Elementary School Teacher** 2003-2004 Maranatha Christian Academy, Costa Mesa Taught self-contained 6th grade Guest chapel and retreat speaker ADDITIONAL EXPERIENCE **Elementary School Teacher (Summer School)** 2005-2007 Calvary Christian School, Pacific Palisades Taught 3rd and 4th grade mathematics Taught 3rd and 4th grade literature Collegiate Head Women's Tennis Coach 2004-2007 California Lutheran University, Thousand Oaks Recruited and coached tennis athletes Scheduled matches and tournaments Youth Pastor, Middle School and High School 2001-2002 Northstar Community Church, Mira Mesa Planned meetings and events Conducted weekly studies and activities Head Women's High School Tennis Coach La Jolla High School, La Jolla 2002 Scheduled and ran weekly matches and tournaments Planned and conducted daily practice

11802 98TH AVE NE # 2 KIRKLAND WA 98034 951-541-3791 • BGONZALEZ@TBCS.ORG

BRANDON GONZALEZ

OBJECTIVE

My objective is to work in a position that will allow me to grow and mature to my fullest, within a community, to help enrich and better the lives of those around me.

EDUCATION & CERTIFICATIONS

- Biola University- La Mirada, CA- BA Sociology Minor: Biblical & Theological Studies
- · Concordia University- Irvine, CA- MA in Coaching & Athletic Administration

First Aid Certified/ Adult, Child, Infant CPR/AED Certified USSF: "C" National Coaching Soccer License RAA Certified- National Interscholastic Athletic Administrators Association

SUMMARY OF QUALIFICATIONS

Over the past 9 years my work with schools, non-profits, and athletic organizations, has allowed me to mature, grow, and understand the different roles, priorities, and struggles one may have while working in an administrative position. Over the years I have worked as a High School Varsity Coach, Mentor, Advisor, Teacher, Athletic Director, and Director of Programs & Operations. I have learned what it is like and what it takes to manage staff, operate and plan a budget, program development, strategic planning, community outreach, grant writing and fundraising. I understand what it takes to work with Community Leaders, Political Leaders, Board Members, Donors, and Booster Clubs willing to work within their local communities and Schools. I am a hard worker, loyal, dedicated, respectful, fun, and easy going. I am willing to listen to those who are willing to give advice and share with those who are seeking advice.

WORK EXPERIENCE

The Bear Creek School: Associate Athletic Director/ Director of Girls Soccer (September 2011- present)
Oversee 23 High School Sports Programs & 14 Middle School Sports Program. Oversee the individual growth and
development of the Girls Soccer Programs from Elementary School to High School.

The Salvation Army of Bellevue, WA: Director of Programs & Operations (August 2010- September 2011)
Annual Budget between 750K-1.1 million

The Salvation Army of Orange County, CA: Sports Director (December 2009- July 2010)
Annual Budget for Athletics \$85,000

Boys and Girls Club of Huntington Valley: Athletic Coordinator (August 2009- Feb. 2010)
Worked as an Athletic Coordinator, my responsibilities were to coordinate and operate all athletic and performing arts programs within the Boys and Girls club of Huntington Beach & Fountain Valley.

(MAI) Missionary Athletes International - Southern California Seahorses: (September 2005-August 2011)

Was part of the Non-Profit organization MAI and their branch in Southern California, the Southern California Seahorses. Was a Director at their sports camps and soccer programs; participated in special projects such as community outreach, after school programs, and youth development.

AFFILIATIONS

Washington State Coaches Association (WSCA)- Member since 2011
Washington State Soccer Coaches Association: (WSSCA) Member since 2011
Washington Secondary School Athletic Administration Association (WSSAAA) - Member since 2012
National Soccer Coaches Association of America (NSCAA) - Member since 2012
National Federation of State High School Associations (NFHS) - Member Since 2011
National Interscholastic Athletic Administrators Association (NIAAA) - Member Since 2013

REFERENCES UPON REQUEST

11802 98THAVE NE KIRKLAND WA 98034 951-541-3791 • BGONZALEZ@TBCS.ORG

BRANDON GONZALEZ

EDUCATION, CERTIFICATIONS & ACCOLADES

- Biola University- BA Sociology Minor: Biblical & Theological Studies
- Concordia University- MA in Coaching & Athletic Administration First Aid Certified/ Adult, Child, Infant CPR/AED Certified USSF: "C" National Coaching Soccer License

District II -Sea-Tac 2B League: 2012 & 2013 Coach of the year Washington State Soccer Coaches Association: (WSSCA)

Coach of the Year: 2012 & 2013

Washington 1B/2B Girls Soccer Website: Coach of the year 2012

PLAYING EXPERIENCE

High school soccer:

Played 4 years varsity soccer, 1st team all-league 3 years. MVP Big Sky League senior Year; Set school record and district record for most goals scored in one year. (32) Was a top 5 High school soccer prospects to watch in Riverside County reported by *The Californian News Paper*.

Biola University:

Played in 64 of Biola's 66 matches in 4 years making 59 starts.

1st team all Conference (GSAC Golden State Athletic Conference) 2 years in a row, All American Honorable-Mention, MVP for Biola University Men's soccer program 2 years in a row.

Professional Carrier:

Played 5 years with PDL side Southern California Seahorses in the Southwest Division of the USL (United Soccer leagues); played one year for North Sound Seawolves of the PDL Northwest Division in the United Soccer Leagues. Played on the under 18 men's national team as well as OPD, Signed a PD (Player Development Contract) with Chivas USA for 2 months in fall of 2009. (Did not sign again after that)

HIGH SCHOOL COACHING EXPERIENCE

The Bear Creek School Redmond WA: (July 2011- Present)

Director of Girls Soccer for The Bear Creek School in Redmond WA;

In 4 years, 56-15-5 record, two Sea-Tac 2B League Titles, three Bi-District Titles and three State Final appearances, winning the 2011 & 2012 State Championships and finishing 2nd in 2013.

Shoreline Community College Shoreline WA: (June 2012- August 2014)

Helped establish/develop a Recruiting System for the Boys & Girls Soccer programs, enhancing their recruiting habits and helping retain players. Also helped coach as a volunteer assistant when needed.

Lindbergh High School in Renton: (January 2011- May 2011)

Boys Varsity soccer coach at Lindbergh High School in Renton, led the team to first District Finals in 8 years. (Overall Record: 9-6-3)

Whittier Christian High School: (September 2007- June 2009)

Spent 2 seasons as the Head Coach for JV boys and JV Girls soccer; As well as being a coach I taught Physical Education. (2 year record at school for boys 25-8-10) (2 year record at school for girls 18-11-9)

Calvary Chapel Christian School Murrieta: (August 2005- March 2007)

Was the High School Varsity soccer coach for the Boys soccer program for 2 years, Led the school to Back-to-Back Post seasons and 1 Big Sky League Title. (2 year record at school 31-10-5)

COMMUNITY & CLUB COACHING EXPERIENCE

Seattle United Soccer Club: (May 2013-Present)

Coach Girls U15 in the North Puget Sound Soccer League, in Seattle, WA

America United Soccer Club: (May 2008- October 2008)

Coached Boys under 19 Premier for America United Soccer Club in Whittier CA.

(MAI) Missionary Athletes International - Southern California Seahorses: (2005-2012)

Was a part of the Non-Profit organization MAI and their branch in Southern California, the Southern California Seahorses. Was a Director at their sports camps and soccer programs; participated in special projects such as community out reach, after school programs, and youth development.

REFERENCES UPON REQUEST

Valerie Jennifer Sizemore

27621 Deputy Circle ● Laguna Hills, CA 92653 ● Phone: 903.521.4735 ● E-mail: Valeriejen@valerieandvalerie.com

Objective

To coach/mentor student athletes in the areas of track and field/cross country and to lead them in a growing Christian faith.

Education

Southern Methodist University - Dallas, Texas

August 2008 - May 2012

Bachelor of Business Administration, Marketing - Cum Laude Honors

USA Coaching Education Program

In Progress

USA Track and Field Coaching Education Program (Levels 1-3)

Experience

Valerie & Valerie Weddings and Events

May 2011 - Present

- Co-Founder and CEO
- Boutique wedding and event planning based in Dallas, Texas

Freeman Company

June 2012 - January 2013

- Account Executive
- Market leader in convention and tradeshow production and marketing

Track and Field Private Coaching

October 2011 - May 2012

- Private Coach
- Private coaching for aspiring track and field athletes specializing in jumping and throwing events

Awards and Achievements

COLLEGIATE

- SMU Division I Track and Field, SMU Division I Cross Country
- 2012 Conference USA Cross Country Champions
- 2008-2012 Conference USA Top 15 Placement High Jump
- 2008-2012 Conference USA Scholar Athlete Award

PRIOR

- 2004 AAU National Junior Olympic Games, 6th Place National Finish High Jump
- 2008 State Gold Medalist High Jump
- 2005 State Silver Medalist 800m
- 2004, 2005, 2006 Top Three State Finishes in Triple Jump, Long Jump, 4x2 Relay, 4x4 Relay
- 2005, 2006 TEAM State Championship Track and Field
- 2004, 2005, 2006, 2007 TEAM State Championship Cross Country
- Track and Field/Cross Country Captain 2007, 2008
- 2007, 2008 All East Texas Track and Field

Notable

- Only track and field athlete nationally to medal (top three) in state in both jumping and distance events
- Trained under the tutelage of Olympic athlete, Hugo Munoz (high jump) and Olympic coach Robert Wagoner
- Ironman 70.3 bronze medal (3^{rl}) in age group (18-26), New Orleans, April 2013



CIF Southern Section Application for Membership 2015-16 School Year

ALL INFORMATION MUST BE TYPED

Name of School Pathways Community School				
Street Address 8800 S San Pedro St				
City and Zip Code Los Angeles, 90003				
School Telephone 323-481-2334 Athletic Telephone 323-481-2334 ext 2382 Fax 323 400-4177				
School Website pathwayscommunityschool.org				
Type of School (Check where applicable)				
Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls				
Number of Students per Grade (Current Year) 9th 120 10th 11th 12th 12th				
Total Number of Current Year Students 120				
Anticipated Future Enrollment 3 Years Hence 500 5 Years Hence 1000				
New Public High Schools under Construction – Planned Opening Date				
Charter Schools Only - Chartering District/Institution Pathways Community School				
Athletic Program Goals and Objectives				
To Field B/G soccer, B/G basketball., Co-ed Wrestling, B/G Volleyball, softball, baseball, and B/G track and field				
Athletic Administration				
Name of Principal Dr. Erica Hamilton Principal's email ehamilton@pathwayscommunityschool.org				
Name of Athletic Director Darrick Rice Athletic Director's email drice@pathwayscommunityschool.org				
Accreditation				
WASC-Will be determined fall of 2015 with first accreditation meeting				
Name and Address of Accrediting Organization				

Revised June 2014

Fa	cil	iti	es

Sport	Practice Facility	Game Site and Location
Basketball	Dymally HS	TBD
Soccer	Dymally HS	TBD
Wrestling	Dymally HS	TBD
Volleyball	Dymally HS	TBD
Track	Dymally HS	TBD
Softball/Baseball	Dymally HS	TBD

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fali	Cross Country Field Hockey Football Golf Tennis Volleyball Water Polo			Winter	Basketball Soccer Water Polo Wrestling	✓ ✓	✓✓✓
Spring	Badminton Baseball Golf						
	Gymnastics Lacrosse Softball Swimming Tennis Track & Field						
Revised June	Volleyball	\checkmark					2

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

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- 6. Application fee of \$100, made payable to CIF Southern Section and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

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Revised June 2014

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Dr. Erica Hamilton		Maris	a Saunders		
Administrator of School (Superintendent/P	rincipal)	Officer (Board/Trustee Officer)		
Pathways Community School		Pathv	vays Community	School Board	
Name of School			District Board		
April 6th, 2015		April 6	6th 2015		
Date		Date	Date		
*********	*******	******	********	*******	
CIF Southern Section Executive Commit				,	
Date	Approved	Probationary	Full, Restricted	Full, Unrestricted	
	Denied				
Commissioner of Athletics		Ar	ea Placement		

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Administrator of School (Superinten	dent/Principal)	Officer (Board/Trustee Officer)	Z. 20 20 20 20 20 20 20 20 20 20 20 20 20	S.
SALLWAYS CEA	Junily School	-DA	thiainis Comm	unth Schol &	our e
Name of School		Name of	District Board		
		*			
Date		Date			
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CIF Southern Section Executive C	ommittee Review and	I Approval Status	•		
·	Approved	Probationary	Full, Restricted	Full, Unrestricted	
Date					
	Denied	Aı	ea Placement		
Commissioner of Athletics			,	and the second s	
Revised June 2014				3 P	адс

PATHWAYS COMMUNITY SCHOOL Coaching List and Qualifications

Boys Soccer,-David Velasquez (Current Math teacher)

- -AYSO Soccer coach for 4 years
- -High school and College intramural Soccer Player
- -Assistant coach for 3 years Fremont High School

Boys Baseball-David Velasquez (Current Math teacher)

- -Pony league Assistant coach 2 years
- -High school baseball player Player
- -Assistant coach for 2 years Fremont High School

Boys Basketball Mario Morales (Walk-on coach)

- -High school and JC player
- -Assistant Freshmen and JV Coach (St. Paul HS)
- -Current Pathways Freshmen Basketball coach

Boys Volleyball Mario Morales (Walk-on coach)

-Assistant Freshmen coach (St. Paul HS)

Wrestling Saeed Galloway (Current school site Mentor)

- -High school Assistant Coach (Compton HS) 6 years
- -Strength and conditioning Coach (Dominguez HS, Compton HS) 11 years
- -Assistant track coach (Compton HS) 6 years

Track Coach Saeed Galloway (Current School site Mentor)

- -High school Assistant Coach (Compton HS) 6 years
- -Strength and conditioning Coach (Dominguez HS, Compton HS) 11 years
- -Assistant track coach (Compton HS) 6 years

Girls Track Coach Hui Malone (Current English Teacher)

- -High school mid/long distance runner
- -youth track and field coach

Girls Basketball Coach Hui Malone (Current English Teacher)

- -High school basketball player
- -Assist Basketball coach freshmen (DCCHS)

Girls Soccer Coach Nena Anderson (Current PE Teacher)

- -Girls High School Coach 4 years JV
- -Former high school and college player

Girls Volleyball Coach Nena Anderson (Current PE Teacher)

- -Girls High School Coach 4 years Freshmen and JV
- -Former high school player

Girls Soccer Coach Rosio Reyes (Current Teachers Aid)

- Former high school player, -Coach Ayso Soccer

Erica Hamilton

1555 North Las Palmas Street #1, Los Angeles, CA 90028 • 213-864-9417 • erica hamilton@sbcglobal.net

EDUCATION and CREDENTIALS

University of California, Los Angeles

Graduate School of Education and Information Studies

August 2011

Ph.D. Education - Urban Schooling Division

Dissertation: Exploring Leadership Practices within California's Linked Learning Schools

California Commission on Teacher Credentialing

October 2014

Preliminary Administrative Services Credential

California State University, Los Angeles Single-Subject Teaching Credential (English) June 2003

Florida State University, Tallahassee

B.S. Communications (Media Production) Minors: Psychology and Philosophy

June 1995

WORK EXPERIENCE

Executive Director/Principal

Pathways Community School, Los Angeles, CA

August 2014 - Present

Linked Learning Instructional Coach

Los Angeles Small Schools Center, Los Angeles, CA

August 2011 – June 2014

- > Facilitate implementation of cross-curricular, career-thematic project-based learning
- > Facilitate implementation of teacher-developed Advisory curriculum
- > Facilitate implementation of work-based learning pilot program

Research Assistant

March 2008 - August 2008

William Ouchi, Anderson School of Management

University of California, Los Angeles, CA

- New York City Department of Education interviews with principals and district leaders
- New York City Department of Education school-level data management

Graduate Student Researcher

June 2007 - August 2011

Institute for Democracy, Education and Access (IDEA)

University of California, Los Angeles, CA

- > Site Leader (2 schools) and researcher (10 schools) for the "Bringing Linked Learning to Scale" research project
- Researcher/Writer technical support to Assembly Member Joc Coto, and the Assembly Education Committee
- Researcher and editor, 2007 California Educational Opportunity Report

Educational Leadership Coach

June 2007 - June 2010

Los Angeles Coalition of Essential Schools, Los Angeles, CA

- ≥ 2008 2010 Leadership coach at Roybal High School
 - Worked with Roybal High School principal and pilot principals sharing the campus to negotiate relationships and address campus-wide issues
 - Worked with small learning community assistant principals, lead teachers and counselors in creating and maintaining collaborative leadership structures to support student engagement and learning
- 2007 2008 Leadership coach for professional development seminars and trainings
 - o Facilitated multiple comprehensive high schools in their conversion to and maintenance of small learning communities

Educator

January 2002 - June 2007

Fremont High School, Los Angles Unified School District, Los Angeles, CA

- English Teacher, 10th and 12th grade (also created and taught a filmmaking class from 2005-2007)
- ≥ 2005-2007 Founding Lead Teacher, Pathways Small Learning Community
- 2005-2007 Career and Technical Education Coordinator

Television and Video Producer

September 1998 - January 2002

PUBLICATIONS

Hamilton, E. and Crawford, J. (Forthcoming). Leadership for Equity: Distributed Leadership in Linked Learning Schools in Shoho, A.R., Barnett, B.G., and Tooms, A.K. (Eds.) *The Changing Nature of Instructional Leadership in the 21st Century*. Charlotte: Information Age Publishing.

Hamilton, E. (Forthcoming). Creating an Environment that Works for Adults in Saunders, M. (Ed) Framework for Linked Learning Implementation Guidebook. Los Angeles: University of California, Los Angeles: Institute for Democracy, Education and Access.

Saunders, M. and Hamilton, E. (2010). Linking Learning to Life: A High School Transformation Effort. Edutopia http://www.edutopia.org/stw-career-technical-education-research-roundup

Rogers, J. et al (2007). California Educational Opportunity Report: Educational opportunities in hard times. Los Angeles: UCLA Institute for Democracy, Education and Access (IDEA).

PRESENTATIONS

Linked Learning: A Guide to Implementation. A Presentation to Ford Foundation Institute of International Education grantees, New York, NY, 6/20/11

Teacher Instructional Leadership in Linked Learning Schools in California. In Making Collaboration the Cornerstone of Linked Learning. American Educational Research Association Conference, New Orleans, LA, 4/10/2011

Transformational Leadership for Multiple Pathways Schools. Testimony to the California State Assembly Education Committee. 8/26/2008

Darrick L. Rice 4846 Autry Ave-Long Beach, Ca (310)413-1374

Drlasc@outlook.com

<u>Objective:</u> Obtain an *Assistant Principal* and or *School Administrator* position with a local school district.

Education

- Doctorate of Education in Curriculum, Instruction, and Assessment Walden University September 2014-June 2017
- Preliminary Administrative Services Credential Brandman University June 2014
- Master's in Education
 Brandman University November 2014
- Professional Clear Single subject Teaching Credential in Physical Education National University January 2002-April 2004
- Master's in Physical Education and Exercise Science CSU Chico August 1999-May 2000
- B.A. Sociology Physical Education Emphasis
 CSU Chico August 1995-May 1998

Experience

Assistant Principal/Athletic Director (2014-Present)
Pathways Community School (Los Angeles, Ca)

- Administration of Discipline
- Positive Behavior Intervention
- Manage School site operations and general administration
- Master Schedule/Planning
- Coordinate Professional Development for Certificated Staff
- Facilitate Effective Professional Learning Communities
- Welfare and Attendance (SART/SARB)
- Manage Transportation and Facilities
- Crisis Intervention Coordinator
- Emergency/Safety Plan Coordinator
- Student Success Team Coordinator
- Teacher Observations/Evaluations
- Recruiting/Interviews/Staffing
- Coordinate and facilitate PTC'S, 504/IEP meetings
- School Site Liaison
- State Reporting
- Manage Support for BTSA Teachers
- Investigate and Resolve Complaints/Concerns

Physical Education Teacher/Discipline Coordinator (2011-2014) Marshall Middle School (Pomona, CA)

- Administrative Designee
- Discipline Coordinator
- Leadership Team Member
- Assistant Test Coordinator (SBAC)
- Parent Academy Liaison
- Data Focus Team

Physical Education Teacher/Athletic Director (2002-2011)

- Compton High School (Compton, CA)
- Department Chair for Physical EducationWrote Secondary Curriculum for Physical Education
- Created Professional Learning Community for PE and Health
- PAR support teacher
- Budget for athletics and transportation
- Fostered NCAA relationships with coaches/recruiters
- Monitored athlete eligibility and accountability (CIF/NCAA)
- Coordinated/Organized fund raising for athletes

Training:

- Common Core State Standards Training
- SBAC Training
- LCAP/LCFF Training
- Equity Training
- School Site Council Training
- AVID Site Team Training
- Redbird Advanced Learning (EPGY) Blended Learning Training
- Alternative Behavior Training
- Restorative Justice Training

References:

<u>Dr. Akila Lyons-</u>Moore *Director of Curriculum and Instruction*, Pathways Community School

8800 S San Pedro St. LA, CA 90003 (661) 480-3648

Muhammad Abdul-Qawi, Assistant Principal, Pomona High School 475 Bangor Street, Pomona, CA 91767 (909)743-1151

Willie Donerson, *In-School Suspension Coordinator*, Compton High School 601 S. Acacia Street, Compton, CA 90220 (909)524-6613

Darrick L Rice 4846 Autry Ave Long Beach, Ca (310)413-1374

Coachrice55@ymail.com

Objective: Eager to bring a blue collar winning attitude and ideas to the coaching field in order to get the job of teaching young student/athletes the techniques and skills needed to succeed at the high school and colligate level and as well as in life.

Education

- Doctorate of Education Curriculum, Instruction, and Assessment Walden University September 2014-September 2017
- Preliminary Administrative Services Credential Brandman University June 2014
- Master's in Education and Public Policy Brandman University November 2014
- Professional Clear Single subject Teaching Credential in Physical Education National University January 2002-April 2004
- Master's in Physical Education and Exercise Science CSU Chico August 1999-May 2000
- B.A. Sociology Physical Education Emphasis
 CSU Chico August 1995-May 1998

Experience

 Defensive Coordinator (2013-2014) Los Angeles Southwest College 1100 W. Imperial Hwy. Los Angeles, CA 90047 Head football: Coach Henry Washington (323)241-5432

As defensive coordinator I helped create the entire defense, recruiter area players, coordinator, scouting of opponents, script and manage defensive practice, create and promote a climate of intensity and fun yet time manage to get the most out of our student-athletes. Helped manage student-athletes grades and helped report and clear student-athletes through the NCAA Eligibility Center for transferring to four year colleges. Currently have 16 players signing letters of Intent this fall and are academically ready to transfer and participate in spring ball at various universities.

 Head Varsity Football Coach (2011-2013) Ganesha High School 1151 Fairplex Dr. Pomona, CA 91768 Mr. Abdul Q. Muhammad Assistant Principal (909) 745-1151

Helped re-establish a climate of hard work and dedication, study skills, weight-room and proper training regiment, along with establishing the booster club and helped field three levels of competition. Currently have 5 players playing collegiate level football and many others pursuing their academic goals as well. In 2011 was rank as the number #3 rushing team in the division. During my tenure I focused on making the program academically ready for college and as a whole visible to major college and university recruiters. Currently had two under classmen rank on Rivals and ESPN top 300 underclassmen in America in 2012-2013.

• Varsity Defensive Coordinator/Offensive line coach (2008-2011) Norwalk High School 11356 Leffingwell Rd, Norwalk, CA 90650 Head football coach: Jesse Ceniceros (909)855-1623
Arrived at Norwalk with Coach Ceniceros in 2008 we took over a program that was a sub 500 program and had not beaten La Mirada in 18 years. Helped produce two semi-final appearances in 2008 and 2009 was the number one rushing team in CIF southern division, number #2 in the state from 2008-2011 and #3 in the nation in 2009. Created and coached the #1 ranked defense in the southern division in 2009. Coach 5 All-

CIF players from Norwalk including Elijah Penny. Helped create what is now the path of hard work and dedication that Norwalk displays now. Helped foster and create a need for each student-athlete on the Norwalk Football team to excel in the classroom and push to become NCAA ready for two year and four year colleges and universities.

- <u>Compton High School</u> (310) 635-3881 from 7/2004 to 1/2006
 Head Football Coach (Interim) and Defensive Coordinator (Varsity)
- <u>Dominguez High School</u> (909) 524-6613 From 12/2002 to 7/2004 and 12/2004 to 01/2006
 Assistant Varsity Football Coach (Offensive/ Defensive Line& Tight Ends
 Offensive Line Coach and Linebackers Coach

Professional Certifications

- State of California Professional Clear K-12 Single Subject Credential In Physical Education (U.S. History, World History)
- Administrative Services Credential Preliminary
- California Subject Examinations for Teachers (CSET) Subject Matter Competent
- First Aid/CPR/AED trained
- NFHS Certified Coach
- AFCA Certified Coach

Awards:

Teacher of the Month – Compton High School/Walton Middle School (2002-2010)
Outstanding Mentoring Award – Compton High School (2004)
Coach of the Year – Compton High School (2008)

Training:

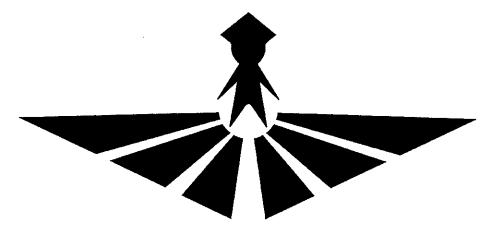
LCAP/LCFF Training
SBAC Training
Equity Training
School Site Council Training
AVID Site Team Training
Common Core State Standards Training
Redbird Advanced Learning-EPGY Blended Learning Training
Alternative Behavior Training

References:

Chris Moton, Associate Superintendent, Norwalk-La Mirada Unified School District 12820 Pioneer Blvd, Norwalk, CA 90650 (310)433-9536

Muhammad Abdul-Qawi, Assistant Principal, Pomona High School 475 Bangor Street, Pomona, CA 91767 (909)743-1151

Willie Donerson, In-School Suspension Coordinator, Compton High School 601 S. Acacia Street, Compton, CA 90220 (909)524-6613



PATHWAYS COMMUNITY SCHOOL

Student and Family Handbook

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Thursday, August 7, 2014

Dear Pathways Students, Parents, and Families:

We are so excited to have you be a part of the Pathways Community School's inaugural year! The class of 2018 will be the leaders of the school and always the most senior class for the next four years. Being a part of a new school and being the oldest students in the school can be a lot of fun, but it also comes with a great deal of responsibility.

The class or 2018 will be selecting the school colors and mascot. They will also establish the clubs and sports that we will have. This class will also help define what it means to be a Pathways student and will represent the school on the campus and in the community.

We want to build a strong culture of community, achievement, and pride in being a member of the Pathways family... for our students and their families.

The information and policies outlined in this handbook provide a strong foundation for success in high school with an eye towards becoming successful in college, career, and life. It is up to the Pathways teachers, staff, administrators, students, and families to take ownership of the policies and turn them into the actions that will lead to an awesome year and a wonderful high school experience.

I look forward to working with you to do just that.

Sincerely,

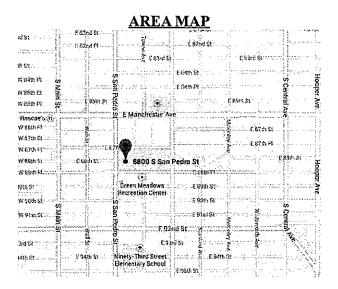
Dr. Erica Hamilton, Ph.D. Executive Director Pathways Community School

SCHOOL INFORMATION

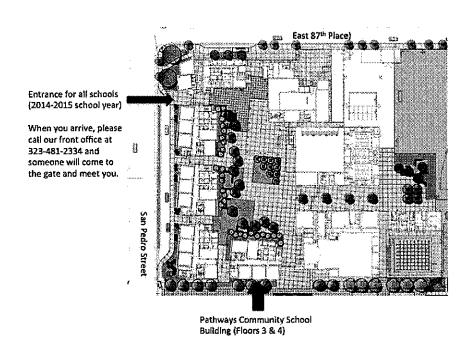
School Address: 8800 South San Pedro Street, Los Angeles, CA 90008

School Phone Number: 323-481-2334 School Office Hours: 7:45am – 3:45pm

Students may not arrive on campus earlier than 7:30 am. At that time, students may go to the courtyard or the Welcome Center until the classrooms open at 7:45am. Students should leave campus by 3:30 pm unless they are involved in an after school activity.



CAMPUS MAP



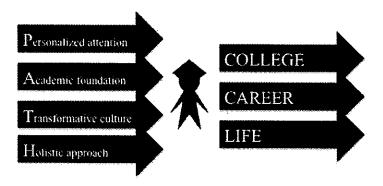
FACULTY AND STAFF

Name	Position	Email
Erica Hamilton	Executive Director	ehamilton@pathwayscommunityschool.org
Akilah Lyons-Moore	Director of Curriculum and Instruction	alyons-moore@pathwayscommunityschool.org
Karla Pérez-Mendoza	EL Support Specialist	kperez-mendoza@pathwayscommunityschool.org
Becky French	Special Education Inclusion Specialist	bfrench@pathwayscommunityschool.org
Antonia Alfaro	Executive Assistant/Office Manager	alalfaro@pathwayscommunityschool.org
Hui-Ling Malone	Teacher – English	hmalone@pathwayscommunityschool.org
Aniela Lopez	Teacher – geography	alopez@pathwayscommunityschool.org
Sean Stambaugh	Teacher – integrated science	seanstambaugh@pathwayscommunityschool.org
David Velasquez	Teacher – integrated math	dvelasquez2010@pathwayscommunityschool.org
Eric Tabatabai	Teacher – PE	etabatabai@pathwayscommunityschool.org
Mayra Gradilla	Teacher – Spanish	mgradilla@pathwayscommunityschool.org
Liliana Montalvo	Paraprofessional	lmontalvo@pathwayscommunityschool.org
Albert Holguin	Teacher assistant/IT support	aholguin@pathwayscommunityschool.org



EDUCATIONAL PROGRAM

Pathways Community School is designed to prepare students for college, career, and life through personalized attention, a strong academic foundation, a transformative culture, and holistic approach to education. In the sections below, we outline what that looks like.



PERSONALIZED ATTENTION

The Pathways Community School personalization strategies are integrated into the basic structures of the school and are designed to complement one another.

Advisory

Every student will have an advisor, a trusted teacher who will be responsible for the educational experience of a group of students. Each advisor will teach an advisory class that will meet at the beginning of each school day for to provide personal, academic, college and career preparation guidance. The advisory curriculum facilitates healthy practices, engages students in college and career exploration, and facilitates opportunities for advisors to identify and support struggling students and encourage students who need to be challenged.

Individualized Learning Plan (ILP)

An important tool that students, teachers and support staff use in collaboration with the students' family member(s) to guide instruction and support the learning of each student at Pathways Community School. Different from traditional graduation plans or special education IEPs, the ILP is a portfolio notebook that will be created on the student's first day at the school and will stay with the student until graduation. The ILP will be maintained as part of the advisory class and supervised by the student's advisor. The ILP will also be part of every parent/family conference.

Learning Lab

A highly structured individualized learning environment that takes place at the end of every school day and is facilitated by the Pathways teachers with the assistance of volunteer tutors from the community and local colleges. Each lab utilizes a Blended Learning structure which divides the classroom into three sections: 1) teacher-lead small group direct instruction, 2) online learning and application, and 3) collaborative or individual offline work.

ACADEMIC FOUNDATION

The Pathways graduation requirements meet or exceed the minimum requirements for admission into the California State University or University of California system (A-G requirements).

A STATE OF STATE OF STATE OF	PATHWAYS GRADUATION REG	QUIREMENTS
Subject Requirement	Pathways Graduation Requirement	UC & CSU Admission Requirement
History/Social Science	40 Semester Credits	20 Semester Credits
UC/CSU Requirement A	10 credits Geography	Equivalent to two year-long courses or four
	10 credits World History	semesters of history/social science courses are
	10 credits American History	required. Coursework must include: World
	5 credits U.S. Government	History, Cultures and Historical Geography and
	5 credits Economics	U.S. History/American Government (civics).
English	40 Semester Credits	40 Semester Credits
UC/CSU Requirement B	10 credits English 9	Equivalent to four year- long courses or eight
_	10 credits English 10	semesters of college preparatory composition and
	10 credits English 11/AP	literature are required.
	10 credits English 12/AP	-
Mathematics	30 Semester Credits	30 Semester Credits
UC/CSU Requirement C	10 credits Integrated Math 1	Equivalent to three one- year courses of college

	10 credits Integrated Math 2 10 credits Integrated Math 3 All courses include Algebra I, Geometry, and Algebra II.	preparatory mathematics are required: Algebra I, Geometry, and Algebra II
Lab Science UC/CSU Requirement D	30 Semester Credits 10 credits Integrated Coordinated Science 1 10 credits Integrated Coordinated Science 2 10 credits Integrated Coordinated Science 3 All courses include biology, chemistry, physics, and earth science.	20 Semester Credits Equivalent to two one- year courses of laboratory science are required. Students must have at least two of the subjects of biology, chemistry and physics. CSU campuses require one life science and one physical science.
Language other than English UC/CSU Requirement E	20 Semester Credits May be satisfied by a combination of Spanish I, II, III, or AP Spanish Lang/Lit	20 Semester Credits Equivalent to two, one- year courses of coursework in a single language.
Visual and Performing Arts	10 Semester Credits One year-long course in Graphic Design	10 Semester Credits One year-long course required in dance, drama/theater, music, or visual art.
College Prep Elective UC/CSU Requirement G	20 Semester Credits May be satisfied by a combination of: 10 additional credits Spanish 10 additional credits Graphic Design 10 credits Intro to Entrepreneurism 10 credits Advanced Entrepreneurism	10 Semester Credits Equivalent to one year-long course, or two semester long courses. This requirement may be satisfied by a) additional UC-approved "a-f" subject courses; or b) courses that have been approved for the "g" elective area.
Pathways Electives UC/CSU Requirement G	20 Semester Credits 10 credits Intro to Entrepreneurism 10 credits Advanced Entrepreneurism	Not required for UC or CSU admission, but is included on applications as additional electives.
Pathways Electives	20 Semester Credits May be satisfied by a combination of Advisory, Learning Lab, and Entrepreneurism Capstone/Internship	Not required for UC or CSU admission.
Physical Education	20 Semester Credits 10 credits Physical Education 1 10 credits Physical Education 2	Not required for UC or CSU admission.

Scope & Sequence of Skills and Courses
The table below outlines the Pathways Community School scope and sequence of courses, as well as the skills and thematic focus of each year (9-12).

SKIIIS allu	mematic focus of each year (s	9 - 12).		
	9th GRADE	10th GRADE	11th GRADE	12th GRADE
	Strengthen and apply basic			
	academic skills in literacy			
	and numeracy with intensive		Strengthen and apply	
			advanced academic skills in	
		I .		Apply basic and advanced
Academic		math, reading comprehension,	comprehension,	academic skills
Skills				independently
	reading comprehension,			(no scaffolding)
	communication, research,	solving with scaffolding	problem solving with	<u> </u>
	critical thinking, and		minimal scaffolding	
	problem solving with			
	intensive scaffolding			

21 st Century Skills	Century skills: organization, collaboration, presentation, and technology use with	collaboration, presentation,	independently (no	Apply 21st Century skills independently (no scaffolding)
Success Skills	skills: metacognition, applying past knowledge to new situations, managing impulsivity, and self- motivation/persistence with	previous success skills and learn and apply: listening to others; thinking flexibly, and thinking/ communicating with clarity and precision with	learn and apply: Taking Responsible Risks; Striving	Apply success skills independently (no scaffolding)
Theme	Understanding Self	Exploring Communities	Envisioning the Future	Acting on the Vision
	Geography/H	World History/H	U.S. History AP U.S. History (Optional)	Economics/ Government
Core Content	English 9/H	English 10/H	English 11 AP English Language (optional)	English 12 AP English Literature (optional)
	Integrated Math 1/H	Integrated Math 2/H	Integrated Math 3/H	AP Statistics (optional)
		Integrated Coordinated Science 2/H	Integrated Coordinated Science 3/H	Integrated Coordinated Science 4/H
A-G	Spanish I/II H	Spanish II/III H	Spanish II/III or AP Spanish (optional)	AP Spanish (optional)
Electiv			Graphic Design 1	Graphic Design 2
es		Intro to Entrepreneurism	Advanced Entrepreneurism	Entrepreneurism Capstone/Internship
PCS	Physical Education 1	Physical Education 2		
Electiv	Learning Lab	Learning Lab	Learning Lab	Learning Lab
es	Advisory	Advisory	Advisory	Advisory

TRANSFORMATIVE CULTURE

The third strategy in the PATH program focuses on the transformative potential of school to impact the way students see themselves, their community, and their futures. Pathways Community School facilitates a sense of belonging and community within the classroom and school through our personalized learning environment, grade-level themes, and project-based learning. In addition to building community within the school, Pathways also builds a culture and capacity for students to envision the potential for themselves and their community beyond what exists today, and then act to make that vision a reality. This goal is supported primarily through the Entrepreneurism and Leadership Course Sequence and the College and Career Pathways Program.

Entrepreneurism and Leadership Course Sequence

Entrepreneurism and Leadership education provides a powerful context for academics, and exposes students to critical skills for success in college, career, and life. Successful entrepreneurs are leaders. They must be innovative, pro-active, and organized. They must know how to manage their money and time, utilize technology, and market themselves and their business or organization. And above all, entrepreneurs must have a vision and possess the determination to see that vision become a reality. Introduced in the course descriptions section, the *Pathways Entrepreneurism and Leadership Course Sequence*, developed in collaboration with the Network for Teachers of Entrepreneurship (NFTE), will introduce students to the skills of the entrepreneur, expose them to the myriad college and career paths of entrepreneurs, and

encourage in them the spirit of entrepreneurism. This course sequence will provide a strong foundation for whatever path a student takes after graduation.

College and Career Pathways Program

The College and Career Pathways Program facilitates student exploration of their interests, exposes students to various colleges and careers, and engages them in investigating the colleges and careers that are most connected to their interests. A bachelor's degree is critical for access to careers that pay a living wage in California. A key aspect of the College and Career Pathways Program is engaging families in the process through participation in college visits and attendance at college and career presentations (put on by students as part of their research project).

HOLISTIC APPROACH

The fourth, final, and critically important component of the PATH Program is a holistic approach that addresses the physical, mental, and emotional health needs of the student as part of the educational process.

Physical, Mental and Emotional Health

Student physical, mental, and emotional health is integrated into the curricula of Pathways through 1) the 9th grade theme of "exploring self," 2) the advisory curricula on mental and emotional health issues developed with Weber Community Center; and 3) the physical education curricula that incorporates key issues in physical and sexual health, and is supported by the UMMA Community Clinic health professionals.

Referral Services

Through partnerships with the Weber Community Center and the UMMA Community Clinic, Pathways teachers, *advisors*, counselors, and administrators can refer a student they have identified as having a specific mental/physical health need to obtain the assistance they need on campus or at a facility close to campus. This referral system will also be available for students and parents/family members to refer themselves. All staff will be trained in using the referral system, and all students and families will be educated about the system and the benefits offered and how to access the services they need.

Safety

Safety impacts physical, mental and emotional health and is a major priority for Pathways. To ensure a safe learning environment for all students, we have implemented the following:

- Pathways positive behavior support plan outlines clear behavior expectations framed in the philosophy
 that being part of a community comes with responsibilities. The plan also establishes a process for
 when a member of the community is not meeting his or her responsibilities.
- Safety Volunteers Pathways will coordinate parent volunteers to be present on campus and supervise common areas and hallways.
- A community policing environment Pathways has developed relationships with local police, community organizations, and school neighbors to develop a community policing environment in which all students know and are known by those who are there to keep them safe in school and on the way to and from school.

FAMILY ENGAGEMENT AND INVOLVEMENT

The involvement of parents and family members is critical to the success of our students! The following programs are designed to offer multiple opportunities for parents and families to become part of the Pathways family. Please stop by the Welcome Center to find out more about how you can become involved!

Welcome Center – Located in the main office, the Pathways Welcome Center has all the information you need regarding your child's high school experience as well as opportunities to become an integral part of the Pathways family! The Welcome Center will have:

- Information posted about current events and updates to the annual calendar, high-school graduation requirements, colleges, careers, special education, English language learner education, community meetings, and student and school celebrations.
- Information sessions by teachers, administrators, college counselors and other parents regarding important information about your child's high school experience and post-graduation opportunities.
- Parent-facilitated chats regarding issues that are important to you!
- Learning opportunities such as ESL classes, computer classes, and entrepreneurism classes.
- Information and sign-ups for classroom observations, leadership committees, participation opportunities, etc.

Parent and Family Leadership

Pathways has two great opportunities for parents and family members to take part in the leadership of the school:

- Parent/Family Leadership Committee:
 - Meets every month to discuss issues that are important to parents and families and to plan and coordinate family-focused school events.
 - Provides a representative with a vote on the School Leadership Committee.
- Participation on the Site-based Council
 - The School Site Council (SSC) is made up of:
 - 1 Parent per grade level
 - 1 Teacher
 - 1 Classified employee representative
 - 1 Administrative representative
 - The Student Council President
 - Representatives are elected during the first quarter and elected representatives must attend SSC meetings beginning shortly thereafter. Meetings are held monthly.
 - The Site-Based Council is responsible for hearing appeals, organizing major events, addressing complaints or comments brought by any member of the Pathways community.

School Participation

- Supervision
- Attend teacher meetings/professional developments
- Observe classrooms (including creating and using a classroom observation form)
- Assist a teacher in the classroom

BELL SCHEDULES AND ANNUAL CALENDAR

Bell Schedules

The Pathways primary bell schedule is an 8 period A/B block schedule in which students attend eight classes in an A/B structure four days a week (Tuesday through Friday).

A/B Bell Schedule (Tuesday - Friday)

Period	Begin	End	Minutes
Advisory	7:50am	8:35am	45
Period 1 / 2	8:40am	10:05am	85
Break/Breakfast	10:05am	10:15am	10
Period 3 / 4	10:20am	11:45am	85
Period 5 / 6	11:50am	1:15pm	85
Lunch	1:15pm	1:45pm	30
Learning Lab 7/8	1:50pm	3:15pm	85

Monday was chosen as a professional development day because it provides teachers with an opportunity to meet and prepare for the week, and it engages students in every class to the start off the week. Additionally, the majority of holidays occur on a Monday and this schedule results in the least disruption to the A/B days.

Professional Development Bell Schedule (Mondays)

Period	Begin	End	Minutes	
PD	7:50am	9:20am	90	
Advisory (Breakfast)	9:25am	10:00am	35	
Period 1	10:05am	10:35am	30	
Period 2	10:40am	11:10am	30	
Lunch	11:10am	11:40am	30	
Period 3	11:45am	12:15pm	30	
Period 4	12:20pm	12:50pm	30	
Period 5	12:55pm	1:25pm	30	
Break	1:25pm	1:35pm	10	
Period 6	1:40pm	2:10pm	30	
Learning Lab 7	2:15pm	2:45pm	30	
Learning Lab 8	2:50pm	3:20pm	30	

The Advisory Day Schedule extends the *advisory* period to 155 minutes to allow the *advisor* to have individual meetings with each student to set goals for the semester in the student's *Individualized Learning Plan*. A variation of this schedule will also be used during standardized testing days.

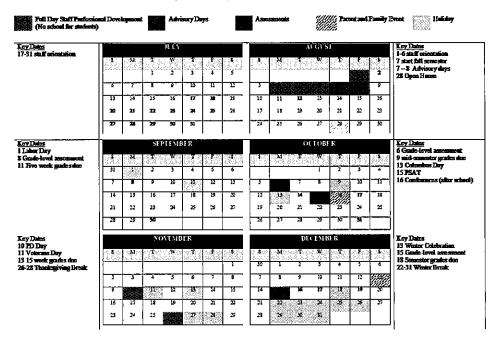
"Advisory Day" Bell Schedule

Period	Begin	End	Time
Advisory (Breakfast)	7:50am	10:25am	155
Period 1 / 2	10:30am	11:30am	60
Lunch	11:30am	12:00pm	30
Period 3 / 4	12:05pm	1:05pm	60

Period 5 / 6	1:10pm	2:10pm	60
Period 7 / 8	2:15pm	3:15pm	60

Annual Calendar for 2014-2015

Pathways Community School Calendar for 2014-2015



cy Duhes - 9 Winter Berak		JAN	UARY				FEB	RUAR	W.			Key Dukes 5 Five week grades due
Start spring somestor 2 – 13 Advisory days	\$ 1	ı T	W T	, s		M	1	W	1	7 .	3.	16 Presidents Day
MLK Day Conferences (after school)	1 .	6838 - 187 4 - 1883	2 1	3 3								
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PATHWAYS POLICIES

ENROLLMENT

Pathways Non-Discrimination Policy

Pathways Community School does not charge tuition, is non-sectarian in admission policies, programs, and all other operations, and does not discriminate against any student, parent, community member, or employee on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, or disability.

Admissions Policy

Pathways Community School is open to all students residing in California and serves *all* students including English learners, low-achieving students, and students with disabilities. Students must complete an application and meet all deadlines for the application process. If more students apply by the deadline than there are seats available, students are selected by a public lottery process. The following students will be exempt from the lottery: (1) Current students enrolled in the school, (2) Siblings of children enrolled in the school, and (3) Children of employees at the school (not to exceed 10% of the student population). Of the remaining applicants, weighted preference will be given to pupils who reside within the LAUSD boundary with a weight of 2x (meaning two numbers will be assigned to each student who meets the criteria).

Wait List

Once all available spaces are filled, the lottery process will continue to draw a maximum of 100 additional names and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur. Students will be placed on the waitlist for each grade in the order that their names were drawn during the public lottery. Should vacancies occur prior to or during the school year, the vacancies will be filled according to the waiting list. Families will be notified by phone and/or mail of school openings and must respond in person, via mail, or by phone to the school's Office Manager, or designee, by the end of 10 business days in order to secure admission.

504 Policy

504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794) Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact the Director of Curriculum and Instruction.

ACADEMICS

Report Cards and Grades

Report cards will be mailed home at the end of each semester. At the 10-week point (mid-semester), progress reports will be distributed at student-led parent conferences. Please see the annual calendar for dates and plan ahead in order to attend.

Grading scale

Pathways uses the following grading scale for academic courses:

= 100-97= 96-93Α • = 92 - 90B+= 89 - 87В = 86-83B-= 82 - 80C+ = 79-77С = 76-73C-=72-70

=69-60

= 59 and below

D

Academic Honors

Pathways Community School will recognize students who have attained outstanding scholastic achievement each year based on the criteria listed below. All students on the honor roll will be invited to join the National Honors Society, and will be eligible for scholarships to colleges. Honor Roll = 3.0 - 3.49 GPA; High Honors = 3.5 - 3.99 GPA; Director's Honors = 4.0 and above

Academic Integrity

The Pathways Community School faculty and administration believe in academic integrity, and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Pathways students are expected to deny all requests to copy from their own work.

Consequences for Violating Academic Integrity

- All test papers, quizzes, or assignments will be taken from all student(s) violating the policy.
- A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
- Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
- The Director of Curriculum and Instruction will be notified and the violation will be documented in the student's record.
- Repeated violations or a single serious violation may lead to more serious disciplinary actions.

California High School Exit Exam (CAHSEE) - Notice to Parents/Guardians

All California public school students are required by state law to pass the California High School Exit Examination (CAHSEE), in addition to satisfying all other state and local requirements, to receive their high school diploma. All students, including English learners and students with disabilities, must first take the CAHSEE in the tenth grade. Students who do not pass the exam in grade ten will have additional opportunities in grades eleven and twelve to retake the part(s) not passed. During the 2014-2015 school year, Pathways Community School will not be administering the CAHSEE as we will only have ninth grade students. Detailed information about the CAHSEE as well as the test dates will be included in the 2015-2016 Pathways Student/Parent Handbook.

DRESS AND GROOMING GUIDELINES

Dress Code

Students are to concentrate on cleanliness, neatness, good taste, and safety. The regulations listed below are to be observed by all students at all times.

- Jackets/Coats/Sweaters/Sweatshirts. Must be all black or school colors with NO writing, emblems or logos. Pathways, academic and college logos/writing are acceptable.
- Shirts. Only school color shirts are to be worn. T-shirts, collared/polo-style shirts, blouses, and button-down shirts are all permitted. Shirts that are torn or reveal the midriff are not permitted. NO writing, emblems or logos are permitted. Pathways, academic and college logos/writing are acceptable. All undershirts must be white, grey or black and must be worn under the shirt, not over the shirt.
- Pants/Shorts. Khakis, jeans, trousers, capris, and cargo pants are all permitted. Pants may not be
 frayed, torn, or ripped. Sweat pants, yoga pants, pajama pants, and leggings are not allowed. Shorts
 must reach the top of the knee in length. Pants and shorts may not be worn at or below the hip.
- *Skirts/Skorts*. Skirts/skorts must be the appropriate size and must fall just above the student's kneecaps.
- Belts. If a belt is worn, it must be a tan, brown or black standard width belt, and it must be properly
 worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles may not have
 logos, studs, chains or initials.
- Footwear. All footwear must have closed toes and closed heels. No house shoes, slippers, or sandals are allowed.
- Headwear. No hats, bandanas, wave caps, or visors are allowed on campus. Students may not wear
 their hoods in class. Girls may wear ribbons, rubber bands, barrettes, or headbands. No sweatbands are
 allowed (on the wrist or head).

Business Dress Days

Business Dress Days may be approved/required for a particular class, grade-level or school-wide and are usually associated with a project, event, or program. Follow the above uniform requirements for belts, pants and skirts with the additional requirements of:

- Hair is neat and pulled back away from the face.
- Face is clean shaven and minimal (light) makeup
- Jewelry is simple and small: earrings are no bigger than a dime, classic style thing necklace with small charm.
- Nails are neat and short with neutral colored nail polish
- Shirt/blouse collared, long sleeved, tucked in
- Jacket Coordinate, preferably black, grey, blue
- Tie simple design. Dark/neutral colors.
- Shoes Black is professional. Flat finish, not patent/shiny. Appropriate heels (no higher than 2 inches). Polished, clean.

Physical Education Class

- gray t-shirts that meet the above referenced criteria for t-shirts
- black shorts that meet the above referenced criteria for shorts
- tennis shoes or sneakers
- for swimming classes: girls one piece bathing suit; boys swimming shorts; all swim shorts and swim shirt are also acceptable. Cotton clothing is not permitted in the pool.

ATTENDANCE

Pathways Community School is committed to providing students with a rigorous academic experience to prepare them for college, career, and life. Students are expected to be in class every day and on time. Parents are responsible for ensuring that their children arrive on-time to school each day. The school strongly discourages absences for vacation during the school year. Parents should schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time. Additionally, the funding for the school is based on student attendance. Each day a student misses class is less money for the school to purchase the resources that students need to be successful.

Attendance Incentives - Pathways Bucks

Because regular on-time attendance is important for learning and critical for success in college and career, Pathways has developed an attendance incentive program based on the idea that employees who arrive on time and regularly for their jobs receive compensation. At the end of each week, students who were present for the entire school day and on time (in their seat at the beginning of class) to every class will receive one (1) "Pathways Buck." The Pathways Bucks will be tracked in the Pathways Student Information System. At any time the student may choose to "cash out" his or her Pathways Bucks and request an item to be purchased from Amazon.com. While the school reserves the right to approve or deny particular purchases, the students will have the freedom to choose items that they find most relevant to their interests, and the more a student "saves," the better the item(s) he or she can purchase. Here are some examples of items that students may wish to purchase with their Pathways Bucks:

Time Period	Bucks Earned	Items to Purchase (examples)
1 month	\$4.00	ebooks, music, apps, usb drives (small)
2 months	\$8.00	books, games, posters, usb drives (large)
3 months	\$12.00	phone accessories, specialized school supplies
4 months	\$16.00	magazine subscription (1 year)
5 months	\$20.00	movies/DVDs, clothing, xbox games
6 months	\$24.00	bags, backpacks, portable speakers
7 months	\$28.00	silver earrings/rings, art supplies kits
8 months	\$32.00	skateboard decks/accessories, sports equipment
9 months	\$46.00	beats earbuds, acoustic guitar
10 months	\$50.00	music keyboard, smart phone

Absences

Students and parents should do everything in their power to guard against absences from classes, including taking good care of their health and arranging necessary appointments outside of school time.

Excused Absences will be granted for the following reasons ONLY:

- Personal illness
- Emergency medical, dental and optometry appointments (verified by a note signed by a physician)
- Serious family emergencies (subject to principal approval)
- Death of an immediate family member
- Court summons

- Observance of a religious holiday
- School approved activity

Procedure for Reporting an Absence: The parent or guardian must notify the school office by 9:00 a.m. of each day the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify home in an effort to find out if the student has an excused absence.

Procedure for Returning to School after an Absence: When the student returns to school, he/she should bring a note from his/her parent. Any student who is absent for medical, dental or other professional services must, in addition, present a note to the school office directly from the respective provider's office. The school must receive a note within 10 days of the absence or it will be marked as "unexcused."

Pathways is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work)
- Signature of parent or guardian

If a student does not bring a note, he/she will be marked with an unexcused absence/truant.

Procedure for Early Dismissal: After their arrival on campus in the morning, students may not leave campus until dismissal time. Students leaving campus without permission are considered truant. To request an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment) -

- Contact the school the morning of the early dismissal request (indicate the reason and pick up time)
- At the pick up time, the parent/guardian must go to the office to sign out the student

Tardies

A student is considered tardy if he/she is not in his/her seat at the start of class. If a student arrives late to school, he/she must obtain a late-slip from the school office. Any tardiness of more than 30 minutes for any class is considered an unexcused absence/truancy. Excessive tardies will result in disciplinary action and may result in a referral to a Student Success Team. Tardies between classes: Students have a sufficient amount of time to travel from one classroom to another. Students who take longer than that time will receive an unexcused tardy from the teacher.

Truancy

Students absent from any class or activity period without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class. A student is considered a **habitual truant** if he/she has been reported truant three or more times per school year. Consequences for truancy will include a disciplinary action, up to and including referral to a Student Success Team.

Passes

All students must carry passes verifying their authorization to be out of class during class time. Passes are issued by the teacher/Director of Curriculum and Instruction/Executive Director as necessary.

Student Success Team (SST)

The Pathways faculty and administration believe that excessive absences and/or tardies are symptoms of issues that students are experiencing. To address this, students who have excessive absences and/or tardies are referred to a *Student Success Team (SST)*. The *SST* is made up of the student, parent/guardian, school administrator, advisor, teacher(s), counselor (if applies), law enforcement (if applies), DCFS social worker (if applies), and any other person in the student's life who might support improved attendance (e.g. mentor,

coach, etc.). The function of the SST is to identify issues that are preventing regular attendance and address the issues so that the student may attend school on a regular and timely basis. The SST letter and conference is scheduled once a student reaches 6 absences, whether these absences are unexcused or excused.

Process for Addressing Absences and Tardies:

Totals by semester	Contact with parent	Responsible	Interventions
1 - 3 unexcused absences	Phone call/truancy letter	Office Manager	n/a
3 - 5 unexcused absences	Phone call/SST warning letter	Administrator	Conference with administrator
6 + unexcused absences	Phone call/SST conference letter	Administrator	Conference(s) with SST
3 - 5 excused absences	Phone call/SST warning letter	Administrator	Phone call with administrator
6 + excused absences	Phone call/SST conference letter	Administrator	Conference(s) with the SST
1 – 3 tardies	Phone call	Office Manager	n/a
3 - 5 tardies	Phone call/SST warning letter	Class teacher	Phone call with administrator
6 + tardies	Phone call/SST conference letter	Administrator	Conference(s) with SST

BEHAVIOR

Please see the Pathways Positive Behavior Support Plan for details regarding student behavior.

NUTRITION

Lunch Program

Pathways contracted with Choice Lunch to provide breakfast and lunch for our students and staff. We chose this organization because it is committed to providing a wide variety of healthy meal options that are prepared fresh on the same day that they are sent to the school (not processed and packaged and frozen). Choice Lunch is currently serving small districts like Beverly Hills and a few charter schools. For more information and to look at the menu of options, go to www.choicelunch.com.

Lunch Costs and Applications

It is critical that \widehat{ALL} students and families complete a Lunch Application in August. These applications determine the eligibility of free or reduced cost meals. Students are responsible for paying the full cost of breakfast and lunch until their application is processed. At full cost, breakfast is \$1.89 and lunch is \$3.50. Once the applications are processed, students who qualify for free and reduced price meals will receive their meals at no cost.

IMPORTANT NOTE: If 100% of the meal applications are submitted and at least 90% of our students qualify for free and reduced price meals then Pathways will offer all students free meals.

Homemade Food Sales & Distribution

Students are permitted to bring in homemade foods for their own consumption but for safety reasons Pathways does not permit the sale or distribution of homemade foods.

TECHNOLOGY AND INTERNET POLICY

Acceptable Use Agreement

Because the Internet is an unregulated, worldwide vehicle for communication, information available to students is impossible to control. Therefore, the Pathways Governing Board has adopted an *Acceptable Use Policy* governing the voluntary use of electronic resources and the Internet in order to provide guidance to

individuals and groups obtaining access to these resources on Pathways Community School-owned equipment. All faculty, staff, students, volunteers, and parents/family members who use Pathways equipment, technology and/or internet access must first sign this agreement. Please see the Appendix for a copy of this agreement.

Equipment Policy - Laptop Computers

Pathways Community School will provide each student with a laptop for use while on campus. The laptop will be laser etched with the student's identification number and will stay with the student throughout their time at Pathways. Providing equipment is a great expense to the school and it is expected that all students will protect and care for all equipment and supplies issued to them. At the beginning of each day, students will pick up their laptop in their Advisory class and return and plug in their laptops to the appropriate cart during the last 10 minutes of the school day. Laptops may never be taken off campus or left unattended in unlocked classrooms. Damaged laptops will be sent out for repair (if repair is possible) and if a temporary laptop is available, the student will be issued one. If a temporary laptop is not available, the student will work offline until the repair is complete and their laptop is returned. If the laptop is not repairable the next steps will be at the discretion of the Executive Director. Student laptops are property of Pathways Community School, and the school reserves the right to manage, limit or revoke laptop access for any student.

If the budget permits, the school may also issue tablets during the 2014-2015 for use at school and at home. The way students treat their laptops will also figure into the decision to purchase tablets and an additional policy will be distributed if the tablets are purchased.

Cellular Phone Use Policy

Like the internet, a cellular phone can be an useful tool, a distraction, or a danger. Students are expected to follow the Acceptable Use Policy for cellular phone use at all times. Additionally, the following rules govern cellular phone use:

- During class time, cellular phones must be kept on silent and out of sight (in a backpack, purse, or pocket). Cellular phones may only be used during class time if prompted by the teacher for use as a part of the learning experience.
- Before school, during breaks, or during pass times cellular phones may be used by students. During this time students must comply with the code of conduct outlined in the Acceptable Use Policy.
- Off-site cell phone usage while Pathways is unable to regulate phone usage while off campus, if a
 staff member, teacher, or administrator discovers that a student has participated in cyber-bullying,
 harassment of another student, or other inappropriate and irresponsible use of a cell phone, the oncampus cell phone usage rights of that student will be suspended or revoked.

If students are unable to follow the above-referenced guidelines for cellular phone use, Pathways reserves the right to change the policy, increase regulations on cell phone use, or ban cell phone use altogether.

SEXUAL HARRASSMENT

Pathways Community School takes the safety of our students <u>very</u> seriously. This includes creating a safe environment that is free of violence and harassment of any kind, with particular attention to sexual harassment.

What is sexual harassment? Sexual harassment is...

- Unwelcome sexual conduct by other students or school employees that interferes with a student's right
 to get an education or to participate in school activities. Sexual harassment may be either same-sex or
 opposite-sex.
- A form of sex discrimination, which is illegal.
- A violation of your civil rights.
- Hostile or demeaning conduct targeting someone's sex, sexual orientation, or gender.

The following are some examples of conduct that, if unwelcome, could constitute sexual harassment:

Physical

- Purposely bumping or hurting someone because of their sex, sexual orientation, or gender
- Pulling up, snapping, pulling down, or grabbing clothing
- Blocking someone's movement, standing too close, or stalking someone
- Unwanted hugging, kissing, touching, grabbing, or pinching

Verbal

- Pestering for dates
- Spreading rumors about or rating others
- Making sexually suggestive sounds, whistles, or rude sexual noises
- Using insults, threats, slurs, or sexual jokes that target someone's sex, sexual orientation, or gender

Visual

- Displaying pictures, posters, cartoons, drawings, or computer-generated images of sexual nature
- Writing notes, letters, or graffiti that are sexually explicit
- Making obscene gestures or suggestive body movements that are sexual in nature

How can you fight sexual harassment?

- Don't harass. Remember, "I was only kidding" is not a defense for sexual harassment.
- Give everyone respect. Be sensitive to how others perceive your actions and words.
- If you are harassed, tell the harasser that the conduct offends you and you want it to stop –if it is safe for you to do so.
- If the harassment does not stop, report it. Ignoring it doesn't stop it.
- Don't be a social spectator. Doing nothing empowers the harasser.
- If a friend or a classmate confides in you about sexual harassment, listen with understanding and support. Encourage that person to report the harassment.

What can you do if you think you are being sexually harassed?

If you find that any of your rights are being violated, you can do something about it. It's your right!

- Take your verbal or written sexual harassment complaint to the school administrator within six months
 from the date the incident occurred. You have the right to a timely and informal resolution at the school
 site.
- If you are not satisfied with the school site resolution, you may file a written complaint appeal directly with the local District's Title IX Coordinator within 15 days of receiving the school site decision. This will begin a formal investigation process that must be completed within 60 days.
- If you are not satisfied with the Local District's response, you may appeal that decision by writing to or calling the Tile IX Coordinator in the District's Educational Equity Compliance Office or by contacting the California Department of Education's Gender Equity/Coordinated Compliance Review Coordinator.
- Your complaint will be kept as confidential as possible. Retaliation against someone who files a complaint is not permitted.

What are consequences for students/adults who commit sexual harassment?

Parent/Guardian will be notified and consequences depend on the seriousness/frequency of the behavior and include:

- Verbal/Written Warning
- Conference or SST
- In school Suspension

- Class/Schedule change
- Suspension/expulsion

TITLE IX AND NONDISCRIMINATION

"Title IX and nondiscrimination" refer to federal and state anti-discrimination laws that ensure equality in education. Title IX prohibits discrimination, harassment, exclusion, denial, limitation, or separation based on sex or gender.

Title IX applies to school receiving federal funding.

California Education Code §200 through §282 and Los Angeles Unified School District Board Policy prohibit discrimination on the basis of sex, sexual orientation or gender.

In what areas does Title IX protect you?

Programs and activities

- Students have the right to equal learning opportunities in their schools.
- Students and employees may not be excluded from participation in, be denied the benefits of, or be subject to harassment or other forms of discrimination, on the basis of sex, sexual orientation, or gender in any program or activity.

Course offerings

- Students may not be required to take and/or may not be denied enrollment in a course because of their sex, sexual orientation, or gender.
- All Physical Education classes must be coeducational.
- Students have the right to be evaluated and graded without regard to their sex, sexual orientation, or gender.

Counseling

- Students must be provided with counseling and guidance that is not discriminatory.
- Counselors may not urge students to enroll in particular career classes, programs or activities, based on sex, sexual orientation, or gender.

Sexual Harassment

- Sexual harassment of or by school employees or students is a form of discrimination and is therefore prohibited.
- Schools must respond to allegations of sexual harassment once they are reported.

Athletics

- Schools must offer female and male students equal opportunities to play sports.
- Equipment and supplies, game and practice schedules, budgets, coaching travel allowances, facilities, publicity, support services, and tutoring offered to teams are to be equivalent between female and male teams.

Pregnant and Parenting Students

• Pregnant and parenting students have the same rights as any other students to continue in their regular school and in any program for which they qualify.

What can you do if you think you are the subject of discrimination in any of the areas described? If you find that any of your rights are being violated, you can do something about it. It's your right! Complaint Process

- Take your verbal or written sexual harassment complaint to the school administrator or Title IX
 Complaint Manager within six months from the date the incident occurred. You have the right to a
 timely and informal resolution at the school site.
- If you are not satisfied with the school site resolution, you may file a written complaint appeal directly with the Local District's Title IX Coordinator within 15 days of receiving the school site decision. This will begin a formal investigation process that must be completed within 60 days.

 If you are not satisfied with the Local District's response, you may appeal that decision by writing to or calling the Tile IX Coordinator in the District's Educational Equity Compliance Office or by contacting the California Department of Education's Gender Equity/Coordinated Compliance Review Coordinator.

Your complaint will be kept as confidential as possible. Retaliation against someone who files a complaint is not permitted.

Who can help you?

Your Principal, your School Title IX Complaint Manager, your Local District Coordinator or the District's central office.

APPENDIX

GRIEVANCE FORM/ FORMA DE QUEJAS

Date/F	Fecha:
From/	De Parte de: (Parent or legal guardian name/nombre de padre/madre/encargado)
	at name(s)/Nombre del ante/s:
Grade	/Grado: Telephone/Teléfono:
Please queja:	check the box that appropriately refers to your complaint/Por favor marque la naturaleza de su
	Instruction/Classroom Issue/ Situación en el salón de clase/instrucción
	Special Education Program/Programa de Educación Especial
	Volunteer/Parent Program/Programa de Voluntarios/Padres
	Administration Issue/Asunto Administrativo
	Sexual Harassment/Acoso sexual
□ ancest	Unlawful Discrimination (based on sex, sexual orientation, gender, ethnic group identification, race, ry, national origin, religion, color, mental health or disability)./ Discriminación Ilegal (basado en sexo,
orienta	ación sexual, grupo
	étnico, raza, antepasados, origen nacional, religión, color, salud mental o incapacidad.)
	Other/Otro asunto
/	y describe your concern (include date, time, place, type of complaint, and if there were any witnesses)

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	D / / D 1	
Signature/Firma	Date/Fecha	
Allow 5 days to receive a response from contacto con usted.	n an administrator/Permita 5 días para que un administrador se ponga en	
 For administrator use only:		
Initial Response Date:	Responding Administrator:	
Action taken:	icosponding reministrator.	
Action taxen.		
	n 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Follow Up Response Date:	Responding Administrator:	
Action taken:		
Additional Actions:		

PATHWAYS ACCEPTABLE USE AGREEMENT

User Responsibilities - Use of the electronic media provided by the Pathways Community School is a privilege that offers a wealth of information and resources for research. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use & Responsible Internet Citizenship

• Respect yourself – I will select online names that are appropriate and consider the information/images that I post online.

- Protect yourself I will not publish my personal details, contact details, or a schedule of my activities.
- Respect others I will not use technologies to bully or tease others.
- Protect others I will report abuse and not forward inappropriate or hurtful materials or communications.
- Respect intellectual property I will suitably cite any and all use of websites, books, media, etc.
- Protect intellectual property I will request to use software and media that other produce.

Unacceptable Use

- Giving out personal information about yourself or another person, including home address/phone number, is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to
 other users, or misrepresent other users on the network.
- Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
- The unauthorized installation of any software, including shareware and freeware is prohibited.
- Use of the network to access pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network are prohibited.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written
 permission of the copyright owner is prohibited, except materials for educational purposes.
- Use of the network for any unlawful purpose is prohibited.
- Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.

Disclaimer

- The Pathways Community School cannot be held accountable for the information that is retrieved via the network.
- Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there
 are no facilities provided by this system for sending or receiving private or confidential electronic communications.
 System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal
 activities will be reported to the appropriate authorities.
- The Pathways Community School will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions.
- The Pathways Community School reserves the right to change its policies and rules at any time.

User Agreement (to be signed by all adult users and student users)

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by the Pathways Community School. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

User Name (please print)	User Signature	Date
Parent Agreement (to be signed by pa	arents of all student users under the age of eig	hteen)
designed for educational purposes. Pa but cannot guarantee that all controve Pathways Community School respon	ferenced student I have read the Acceptable Uathways Community School has taken reasonal ersial information will be inaccessible to stude sible for materials acquired on the network. I truet, that are available through Pathways Commet, that are available through Pathways Commet.	able steps to control access to the Internet, ent users. I agree that I will not hold the hereby give permission for my child to use
Parent Name (please print)	Parent Signature	



CIF Southern Section Application for Membership 2015-16 School Year ALL INFORMATION MUST BE TYPED

Name of School Cobalt Institute of Math & Science
Street Address 14045 Topaz Rd
City and Zip Code Victorville 92392
School Telephone 760 955-2530 Athletic Telephone same ext 45701 Fax 760 955-2437
School Website cims.vvuhsd.org
Type of School (Check where applicable)
Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9 th 139 10 th 97 11 th 24 12 th 0
Total Number of Current Year Students 260
Anticipated Future Enrollment 3 Years Hence 1000 5 Years Hence 1000
New Public High Schools under Construction – Planned Opening Date
Charter Schools Only – Chartering District/Institution
Athletic Program Goals and Objectives
The goals and objectives of Cobalt Institute of Math and Science Athletic Program are as follows: 1. To be one of the most successful athletic programs in Southern California.
Development of team play that encourages keyalty, cooperation, accountability, honesty, falmess, commitment, and hard work. Leadership that stresses discipline, self-molivation, trust, excellence, and the ideal of good sportsmanship. Emphasizing programs for the entire student body and faculty the
Athletic Administration
Name of Principal Dr. Melda Gaskins Principal's email mgaskins@vvuhsd.org
Name of Athletic Director Brian Scott Athletic Director's email bscott@vvuhsd.org
Accreditation
WASC 533 Airport Blvd. Suite 200 Burlingame, Ca 94010
Name and Address of Accrediting Organization

Revised June 2014

Fa	cil	iti	es

Sport	Practice Facility	Game Site and Location		
Cross Country Boys/Girls	CIMS	CIMS/Silverado HS		
Volleyball CIMS		CIMS		
Basketball Boys/Girls CIMS		CIMS		
Soccer Boys/Girls CIMS		CIMS		
Baseball/Softball	CIMS	CIMS		
Wrestling CIMS		CIMS		
Golf Green Tree/Spring Valley Lake		Green Tree/Spring Valley Lake		

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country Field Hockey Football Golf Tennis Volleyball			Winter	Basketball Soccer Water Polo Wrestling	V V	V V V
Spring	Water Polo Badminton Baseball Golf						
	Gymnastics Lacrosse Softball Swimming Tennis Track & Field						
Revised Ju	Volleyball ne 2014						2 Page

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- 1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- 3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Heather Smith

IMPORTANT Please Note:

Revised June 2014

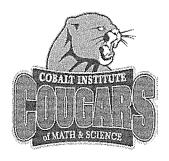
Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting		files ONL	Y, email 1	to Heather Smith at he	eathers@cifss.org; hard
copy submissions will not be accept	oted.			122	\circ
Mr. Yaskin	/Principal		XU	ulillia	Tenny Edmist
Administrator of School (Superintende	ent/Principal)		Officer (Board/Trustee Officer)	0
Cobalt Institute of Math &	Science		Victor	Valley Union Hi	gh School District
Name of School				District Board	
1-29-15			4-1	0-15	
Date			Date		
******	*****	*****	*****	*****	*******
CIF Southern Section Executive Co	mmittee Review and	Approva	l Status		
	Approved	Proba	tionary	Full, Restricted	Full, Unrestricted
Date					
	Denied				
			Ar	ea Placement	
Commissioner of Athletics					

3 | Page

an



COBALT INSTITUTE OF MATH & SCIENCE Academy

Home of the Cougars

February 9, 2015

Mrs. Smith,

Cobalt Institute of Math and Science is applying for admittance to CIF. The required mission statement and graduation requirements are below. Coaches have not yet been determined as they will be hired at the end of the school year and over the summer.

MISSION

The mission of Cobalt Institute of Math and Science (CIMS) Academy is to offer an academic program in a small learning environment that promotes high expectations for all students to achieve their full potential in a high-tech society.

Graduation Requirements:

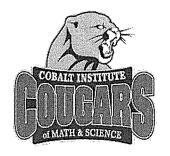
Subjects & Credits Required

English	40	4 years
Math	40	3 years
Science	20	2 years
Social Sciences	30	3 years
(World History 10, U.S. H	History 10,	Gov't/Econ 10)
P.E.	20	2 years
Fine Arts	10	1 year
Foreign Language	20	2years
PLTW/ otherElectives	40	4 years

Total Required 220

Sincerely,
Traci Myles
Activities Director
Athletic Director
tmyles@vvuhsd.org
760-955-2530

14045 Topaz Rd. Victorville, Ca 92392 Phone (760) 955-2530 Fax (760) 955-2437 *Melda Gaskins Ed.D, Principal*



COBALT INSTITUTE OF MATH & SCIENCE Academy

Home of the Cougars

April 26, 2013

To whom it may concern:

Interscholastic sports are an integral part of the educational picture and as such is supported by the CIF in their Cardinal Athletic Principles-"A well balanced program of intramural sports is important at every school". Cobalt Institute of Math and Science Academy is a new school that will open for the 2013-14 school year in the Victor Valley Union High School District. In order to give our students the opportunity to play sports, due to our district's current financial crisis, CIMS students would be playing CIF sports with Silverado High School for the first 2 years with grades 9-10. By the end of our 3rd year we will be at full capacity of 1000 students, grades 9-12, and at such time our district should be in better financial status and CIMS will apply for its own CIF status and develop its own CIF teams.

We will abide by the CIF rules that state the students must attend one period at Silverado High School to be considered a SHS student and as such by doing this it will allow our students to participate in CIF sports.

Sincerely,

Dr. Melda Gaskins

Dr. Melda Gaskins Principal

14045 Topaz Rd. Victorville, Ca 92392 Phone (760) 955-2530 Fax (760) 955-2437 *Melda Gaskins Ed.D, Principal*

The goals and objectives of Cobalt Institute of Math and Science Athletic Program are as follows:

- 1. To be one of the most successful athletic programs in Southern California.
- 2. To follow all policies of the Southern Section California Interscholastic Federation.
- 3. To ensure that all participants including players, coaches, administrators and parents provide a positive image of school athletics.
- 4. To strive for excellence that will produce quality teams and nurture sportsmanship and personal growth for the student-athlete.
- 5. To provide an environment where students develop athletic and life skills including but not limited to:
 - Development of team play that encourages loyalty, cooperation, accountability, honesty, fairness, commitment, and hard work.
 - Leadership that stresses discipline, self-motivation, trust, excellence, and the ideal of good sportsmanship.
 - Emphasizing programs for the entire student body and faculty that will generate a feeling of unity and school/community spirit.
 - Providing an opportunity for achievement of realistic individual goals as set by the participant in conjunction with coaches.
 - Developing an appreciation for athletics that promotes lifelong participation and a healthy lifestyle.

Nurturing self-discipline, emotional maturity, proper social behavior and self-control while learning to make decisions while under pressure.

Melda L. Gaskins, Ed.D. 9971 SVL Box Victorville, CA 92395

760-243-9124 (Home) 209-918-4835 (Cell) gaskauf@sbcglobal.net

Executive Summary

A highly accomplished leader with over 25 years experience in instructional leadership, curriculum development, and educational management; experienced with leading district and school wide developmental implementations, follow-through and completion; held multiple positions of increasing levels of authority and financial responsibility within the education and business industry. Extensive experience in the development of processes/programs to develop leaders resulting in high performing schools/teams; willing and able to take on challenging assignments for performance improvement within strict budget and schedule constraints in gaining the objective results desired. Entrepreneurial spirited with a dynamic and result oriented approach in labor relations, human resources, leadership development, and talent management.

Accomplishments

- Planned, organized, implemented and provided an effective blend of educational services and programs promoting high quality educational opportunities for all students, and providing leadership for continuing improvement resulting in increased API scores of 15% for 3 comprehensive school sites
- Facilitated, developed and implemented an effective on-going procedure for curriculum review, development and/or revision for 2 successful growing charter schools
- Provided leadership in collaboration with the Educational and personnel division to design/implement a professional development series for site administrators and classified managers focused on leadership enhancement
- Planned, developed and implemented a professional development conference and retreat for school districts' administrative staff
- Lead in the creation of Alternative education programs, structuring and monitoring leadership teams and programs.
- Responsible for driving top line financial growth in the grant funding division of the Pupil Services ensuring quality programs for all students in compliance of long-term and short term program goals
- Proposed, planned, organized, and implemented an effective high performing public STEM "School of Choice" in the VVUHSD.

Professional Experience

Principal 7-12 th Cobalt Institute of Math and Science (CIMS), Victorville, Ca	2011 - present
Consultant, Education Development VIMS Education Group, Modesto, Ca.	2008 - 2012
Adjunct Faculty Walden University, Online, Baltimore, MD, Ashford University, Online, San Diego, CA, Argosy University Online, Pittsburgh, PA, University of Phoenix, Southern California, and Northern California National University, Sacramento, CA, University of La Verne, La Verne, CA,	2008 – 2012 2009- 2012 2011- present 2003 – 2011 2004-2005 2003-2004
Director Pupil Services Modesto City Schools, Modesto, CA	2006 - 2008
Chairperson/WASC Western Association of Schools and Colleges, Burlingame, CA	2002- present
High School Principal Modesto City Schools, Modesto, CA Pasadena Unified School District, Pasadena, CA Fontana Unified School District, Fontana, CA	2004-2006 2002-2004 1998-2002

Academic Background

- Education Doctorate, University of La Verne, California, Educational Leadership/Administration, February 2006
- Master of Education, University of La Verne, California, Educational Management, May 1996
- Master of Education, University of La Verne, California, K-12 Curriculum Development, Special Emphasis, May 1994
- Bachelor of Arts, California State University, Los Angeles, California in English Literature, September 1990
- Credentials: Clear Administrative Credential, Multiple Subject General Credential and Single Subject Credential English

19135 Saddle Ln ~ Apple Valley, California 92308

ATHLETIC DIRECTOR * COACH * TEACHER

ATHLETICS/COACHING EXPERIENCE

COBALT MIDDLE SCHOOL, Victorville, California

2005 - 2012

Athletic Director

HDAL Athletic Director of the Year 2005-2006 & 2009-2010

HDAL Sportsmanship School of the Year 2006-2007 & 2009-2010

- Created, developed, and expanded Invitational Tournaments in Basketball and Volleyball for 7 years
- Collaborated with District High School coaches to benefit the student-athlete's experience

HIGH DESERT ATHLETIC LEAGUE (HDAL), Victorville, California

2006 - 2012

President and Member

- Conducted all league meetings and directed the focus of the league's philosophy
- Coordinated schedules, officials, post-season tournaments, awards, and facilities (25 schools)

SILVERADO HIGH SCHOOL, Victorville, California

2005 - 2007 & 2012 - Present

Varsity Assistant/JV Head Football Coach (2012-Present) Desert Sky League Champs 2014(V) 2012-2013 (JV) Desert Sky League Champs 2006-2007(VAR), 2006(JV) Varsity Assistant/JV Football Coach (2006-2007)

Freshman Assistant Football Coach (2005)

Varsity Assistant Wrestling Coach (2005-2006)

COBALT MIDDLE SCHOOL, Victorville, California

2004 - 2012

HDAL Sportsmanship Award 2007, 2009, 2010 Boys Basketball Coach (2004-2012)

HDAL Sportsmanship Award 2007, 2009 Girls & Boys Soccer Coach (2004-2012)

HDAL Sportsmanship Award 2009 Girls Volleyball Coach (2009-2011)

Boys Track & Field Coach (2011) **Cross Country Coach (2010)**

HDAL Sportsmanship Award 2007 Girls Assistant Basketball Coach (2007-2008)

2-Individual HDAL Champions Wrestling Coach (2004-2005, 2008)

2000 - 2003 LAKE CRYSTAL-WELLCOME MEMORIAL HIGH SCHOOL, Lake Crystal, Minnesota 2003 Section 2A Assistant Coach of the Year Varsity Assistant Track & Field Coach (2000-2003) Valley Conference Girls Champions 2002 & 2003

> True Team Section & Valley Conference Boys Champions 2000 & 2001 True Team State Class 'A' Boys 3rd Place - 2000 & 2001

EDUCATIONAL EXPERIENCE

COBALT Institute of Math & Science, Victorville, California Physical Education Teacher Department Chair PE/Electives (2013 - 2014)

2004 - Present

EDUCATION

MINNESOTA STATE UNIVERSITY-MANKATO, Mankato, Minnesota Bachelor of Science in Teaching, Physical Education and Health Science, 2003 Minor Degree in Athletic Coaching

REFERENCES

Mike Meyer (760)885-6692 Silver Valley High School, Coach

Doug Wakefield (760)486-1953 Adelanto High School, Athletic Director

Dennis Zimmerman (760)985-6788 Quail Valley Middle School, Principal, Former Mountain/Desert Partnership Secretary

2909 90-3770/1222 8090

2909

COBALT INSTITUTE OF MATH & SCIENCE ACADEMY ASSOCIATED STUDENT BODY 14045 TOPAZ RD VICTORVILLE CA 92392

Date 02/24/15

Ck#: Amount

Amount *****\$100.00

ONE HUNDRED DOLLARS AND NO CENTS

PAY TO THE ORDER OF

CIF Southern Section 10932 Pine Street

Los Alamitos, CA 90720

Ty . Waskins Fristin Durel AUTHORIZED SGNATURE

""OO 2909" ##1222237706#0109717201



CIF SS Application for:

Pasadena Waldorf High School 1539 East Howard Pasadena, Ca 91104

- 1. Completed and Signed CIF Membership Application
- 2. Previous Oct. State of California Department of Education Affidavit
- 3. Vitae of Administrator
- 4. Vitae of Athletic Director
- 5. List of Coaches
- 6. Resumes for Coaches
- 7. Promotional Materials Including: School Mission, Curriculum and Graduation Requirements
- 8. Copy of Check that was Mailed on 4 22 2015



Frances Mencia Registrar 626.794.9564 x202

Lower School (Mailing Address) 209 East Mariposa Street Altadena, CA 91001 626,794,9564

1539 East Howard Street Pasadena, CA 91104 626.204.0786

High School

Business & Development Offices 508 East Mendocino Street Altadena, CA 91001 626,765,9978

pasadenawaldorf.org



CIF Southern Section Application for Membership 2015-16 School Year

ALL INFORMATION MUST BE TYPED

Name of School							=
Street Address							-
City and Zip Code							
School Telephone		Athletic Te	elephone		Fax _		
School Website							
Type of School (Check w	here applicable)						
Grades 9-12	Grades 10-12	Public	Private	Coed	All Boys	All Girls	
Number of Students per C	Grade (Current Y	ear) 9 th	10 th	11 th	12 th	1	
Total Number of Current	Year Students _						
Anticipated Future Enroll	ment 3 Years	Hence	5 Ye	ears Hence _			
New Public High Schools	under Construc	tion – Planne	ed Opening Date	e			
Charter Schools Only – C	hartering Distric	t/Institution					-
Athletic Program Goals	and Objectives						
Athletic Administration							
Name of Principal			Princ	cipal's email			
Name of Athletic Director	r		Athle	etic Director'	s email		
A 3:4-4:-							
<u>Accreditation</u>							
Name and Address of Acc	crediting Organiz	zation					

Facil	lities

Sport	Practice Facility	Game Site and Location
		·

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country			Winter	Basketball		
	Field Hockey				Soccer		
	Football				Water Polo)	
	Golf				Wrestling		
	Tennis						
	Volleyball						
	Water Polo						
Spring							
	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming						
	Tennis						
	Track & Field						
	Volleyball						
Davised In	no 2014						2 D

Revised June 2014

2 | Page

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- Application fee of \$100, made payable to CIF Southern Section and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted:

Submit applications and supporting	materials as PDF f	iles ONLY, emany	o Sharon Touge at sin	ar oran (coperation of the	
copy submissions will not be accep	ted:	10	7/4		
The solution			Mul	1	
Administrator of School (Superintende	ent/Principal)	Officer (I	Board/Trustee Officer)	1	
TABARDA WA	Agort Sche	v) (ha	u Board	of miskes Sel	
Name of School		Name of	District Board	1	
717112		_ 4	1-21-15	V	
Date		Date			
**************************************	**************************************	************** <u>Approval Status</u>	*********	**********	
	Approved	Probationary	Full, Restricted	Full, Unrestricted	
Date					
	Denied	Aı	rea Placement		
Commissioner of Athletics				3 P a g e	
Revised June 2014					









Private School Affidavit Confirmation 2014-15

(covers the period October 1, 2014 through September 30, 2015)

Thank you for submitting your Private School Affidavit online. This is your Private School Affidavit Confirmation. Please print this page, and maintain a hardcopy for a period of three years. Do NOT mail a copy to the California Department of Education.

Form Submitted:	10/14/2014 2:40:36 PM	
Confirmation:	160008	
Page Generated:	10/14/2014 2:40:36 PM	

From Education Code Section 48222: This is " a private full-timeschool[that]offer[s] instruction in the several branches of study required to be taught in public schools of the state,[that offers this] instructionin English [, and that keeps]attendance [records]"	Yes
---	-----

School Information

1, Name of School	Pasadena Waldorf School	
CDE-assigned 14 digit CDS code if one was previously assigned	19648816916571	
3. County in which school is located	Los Angeles	
Public school district in which school is located	Pasadena Unified	
5. Street Address (P.O. Box is not acceptable	209 East Mariposa Street	
6. City	Altadena, CA 91001 - 5133	
7. School Telephone Number	626-794-9564	
8. Optional School Fax Number		
9. School E-mail Address	dgarrett@pasadenawaldorf.org	
10. Optional School E-mail Address		
11. Optional School Web Site Address	www.pasadenawaldorf.org	
12. Mailing Address (only if different from #5 above)		
13. Mailing City (only if #12 has		

response)	
14. Type of School	Coeducational
15. School Accommodations	Day Only
16. Does the school provide special education services?	No
17. Grade Span offered	Lowest: K Highest: 11
18. High School Diploma Offered	No
19. Classification of school	Non-Religious

Prior Year School Information

20. Has this school ever filed a Private School Affidavit under a different school name?	No
21. Former name of school (if "Yes" answered to previous question)	
22. Has this school changed public school districts?	No
23. Former public school district (if "Yes" answered to previous question)	

Statistical Information

24. Range of students' ages * (Youngest may be no younger than 4 years and 9 months)	Youngest: 4 years, 10 n Oldest: 18	nonths	
25. Enrollment on a single date	Grade	Number of Pupils	
between October 1-15, 2014. If	Kindergarten	32	
school was not operating during this period, enter enrollment on a	First Grade	21	
single date during current month. *	Second Grade	28	
	Third Grade	22	
(NOTE: Do not report pre-school	Fourth Grade	24	
enrollment; pre-schools that do not	Fifth Grade	19	
offer kindergarten should not file this PSA.)	Sixth Grade	16	
und i di u	Seventh Grade	21	
	Eighth Grade	17	
	Ninth Grade	18	
	Tenth Grade	8	
	Eleventh Grade	16	
	Twelfth Grade	0	
	Ungraded Elementary	0	
	Ungraded Secondary	0	
	Total Enrollment	242	
26. Number of Twelfth Grade Graduates in 2013-2014 School Year	0		
27. Number of School Staff	Staff Type Nu	imber of Staff	
Salar Sa	Full-time Teachers	20	
	Part-time Teachers	21	
	Administrators	8	

Other Staff 16	
"Other Staff" includes instructional aides, therapists, secretaries, etc.	

Administrative Staff

28. Site Administrator	Ar. Douglas Garrett	
29. Site Administrator Title	dministrator	
30. Site Administrator E-mail Address	dgarrett@pasadenawaldorf.org	
31. Director or Principal Officer Name	Mr. William Birney	
32. Director or Principal Officer Position	Other	
33. Director or Principal Officer Address	209 East Mariposa Street	
34. Director or Principal Officer City	Altadena, CA 91001 - 5133	
35. Director or Principal Officer E- mail Address	wbirney@klrfirm.com	

School Records

The person named as Custodian of Records below maintains attendance records required by EC Section 48222 and the records of courses of study, names, addresses, and educational qualifications of the faculty, as required by subdivisions (f)(2) and (3) of EC Section 33190. Such records are true and accurate and are accessible at the place or through the person listed here.

36. Name of Individual who is Custodian of Records	Mrs. Frances Mencia	
37. Address (Location of Records)	209 East Mariposa Street	
38. City	Altadena, CA 91001 - 5133	
39. E-mail Address	fmencia@pasadenawaldorf.org	

Tax Status of School

- 40. Tax-exempt, nonprofit status under Section 501(c)(3) of the 1954 U.S. Internal Revenue Code YES
- 41. Tax-exempt, nonprofit status under Section 23701d of the California Revenue and Taxation Code YES
- 42. Property tax exemption under Section 214 of the California Revenue and Taxation Code YES
- 43. None of the above NO

Acknowledgements and Statutory Notices

"YES" indicates your understanding of the statement and your school's compliance.

- 44.YES All Private School Affidavits are public documents viewable by the public.
- 45.YES The Private School Affidavit must be filed by persons, firms, associations, partnerships, or corporations offering or conducting **full-time day school** at the elementary or high school level for students between the ages of six and eighteen years of age.
- 46.YES Preschools should contact the Community Care Licensing Division (CCLD) of the California Department of Social Services. Contact CCLD at 916-229-4530 or contact a regional office.
- 47.YES The Affidavit is not a license or authorization to operate a private school.

- 48.YES The Private School Affidavit does not indicate approval, recognition, or endorsement by the state. Filing of this Affidavit shall not be interpreted to mean, and it shall be unlawful for any school to expressly or impliedly represent by any means whatsoever, that the State of California, the Superintendent of Public Instruction, the State Board of Education, the CDE, or any division or bureau of the Department, or any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or course unless this is an actual fact (see EC Section 33190).
- 49.YES Private school authorities are responsible for initiating contact with the appropriate local authorities (city and/or county) regarding compliance with ordinances governing health, safety and fire standards, business licensing, and zoning requirements applicable to private schools.
- 50.YES When a school ceases operation, every effort should be made to give a copy of pupils' permanent records to parents or guardians. If records cannot be given to the parents or guardians, it is recommended that the school's custodian of records retain the records permanently so that former pupils may obtain copies when needed for future education, employment, or other purposes.
- 51.YES Retain a copy of this document for a period of three years.
- 52.YES Filing a Private School Affidavit is not equivalent to obtaining accreditation. A Private School Affidavit does not signify that any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or courses offered by the school.
- 53.YES A private school shall not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to EC Section 44237. This school is in compliance with EC Section 44237 to the extent that it applies.
- 54.YES The students enrolled in this private school and included in the school's enrollment total are full-time students in this school and are not enrolled in any other public or private elementary or secondary school on a full-time basis.

Electronic Signature

By submitting this form and the electronic signature attached hereto, I declare under penalty of perjury and the laws of the State of California that I am the owner or other head of the school, and the information contained herein is true, accurate, and complete.

Name of owner or other head of scho	ol Douglas Garrett	
Title	Administrator	
Telephone Number	626-794-9564	
Electronic Signature - Birth Month	***** Not displayed for security purposes	
Electronic Signature - Birthday	***** Not displayed for security purposes	
Electronic Signature - Question	What is your favorite sport?	
Electronic Signature - Answer	***** Not displayed for security purposes	

Confirmation message sent to dgarrett@pasadenawaldorf.org.

Confirmation message sent to fmencia@pasadenawaldorf.org.

Confirmation message sent (CC) to dgarrett@pasadenawaldorf.org.

Return to the Private School Affidavit Information page

Questions: Private Schools Office

California Department of Education 1430 N Street Sacramento, CA 95814

Web Policy

DOUGLAS GARRETT

544 E. Poppyfields Altadena, CA 91001 714.746.5033 dgarrett@pasadenawaldorf.org

Waldorf Education

 Pasadena Waldorf School 2014 – Present 209 E. Mariposa Street Pasadena, CA 91001

Current Service - School Administrator

Prairie Hill Waldorf School 2012 – 2014

N14W29143 Silvernail Rd. Pewaukee, WI 53072

Past Service – Administrator, also serving as a member of: Circle of Colleagues (Faculty governance circle), Board of Trustees, Finance Committee, Tuition Adjustment Committee, Fund Development Committee, HR Committee, and Operations Group.

■ The Institute for Social Renewal - ISR 2006 - Present

Postal Drawer 3 Loma Mar, CA 94021

Current Service – Board of Trustees. ISR consults with Waldorf schools to extend understanding and application of Rudolf Steiner's three-fold social ideas.

The Westside Waldorf School 2007 - 2012

17310 Sunset Boulevard Pacific Palisades, CA 90272

Past Service – Board of Trustees 2007 - 2012, Treasurer 2009, Tuition Assistance Committee 2007-2012.

Waldorf Institute of Southern California – WISC 2004 - 2011

17100 Superior Street Northridge, CA 91325

Past Service – Board of Trustees, Finance Committee and Accessible to All tuition adjustment program.

Association of Waldorf Schools of North America (AWSNA) 2003 to 2006

Past Service – Board of Trustees 2003 - 2006, Committee for Board Development 2005 - 2006, Development Committee 2003 – 2005.

Current Service – Team member and team leader for AWSNA school accreditation. Have served on seven teams, including two schools with high schools.

Waldorf School of San Diego 2002 - 2004

3547 Altadena Avenue San Diego, CA 92105

Past Service – President, Board of Trustees 2002 - 2004, Tuition Adjustment Committee. 2003 - 2004. Helped found fund development committee in 2003. Represented school as real estate agent in site purchase in 1999 and led loan refinancing and \$350,000 site improvement processes in 2003.

Waldorf School of Orange County 1988 - 2002

2350 Canyon Drive Costa Mesa, CA 92627

Past Service – Founding parent group 1988, Site Committee 1988 - 1992, Ombudsman, Board of Trustees 1993 - 1996, President, Board of Trustees 1996 - 2001, Tuition Adjustment Committee 2001 -2006. Helped found fund development work in 1998 and an advisory board in 2002. WSOC teacher training – In 2012 taught Rudolf Steiner's "The Philosophy of Freedom" to the 3rd year teacher training students.

Waldorf Teacher Training

Completed the WISC teacher training foundation year studies in 1999. Two-week Waldorf High School teacher training session at Rudolf Steiner College in 2002.

Anthroposophical Society

Anthroposophical Society in America – member since 2000. First Class of Spiritual Science – member since 2004. Los Angeles Branch – member since 2000. Grant Committee member 2004 – 2007.

Business

PRINCIPAL

Lee & Associates Commercial Real Estate Services, Inc. – Orange, CA (1987 - 2012)

Co-owner of Lee & Associates, Orange office. Provides commercial facilities acquisition and disposition services to individuals and companies throughout Orange County. 1988 Top Associate Award, 1991, 1992, and 1994 President's Club for top five income achievement, and 1993 member of the Management Committee.

DALE CARNEGIE COURSE INSTRUCTOR

Robert King & Associates, Orange, CA (1980 - 1984)

Taught the Dale Carnegie Course in Effective Speaking and Human Relations, a 14-week course in the development of effective communication and relationship skills.

Education

BA Degree – English Literature: California State University, San Bernardino (1976)

Blake Bailey

637 N . Summit Ave, Pasadena, CA 91103

tel. 626-840-8593 E-Mail. texaodadu@aol.com

OBJECTIVE

My objective as Athletic Director at Pasadena Waldorf is to build a program where students nurture and develop a strong sense of self, group and community pride through their participation in school sports. There is nothing greater than a student who is proud of who they are and what they have achieved. Finally, a strong Athletics program provides an excellent avenue for a school and its students to connect and interact with their surrounding community.

FUNCTIONAL SUMMARY

Though I will list teams I have coached and their success in wins and losses, my main objective with a team is that they strive, not to be the best they think they can be, but strive to be the best I think they can be. That drive is lead by their character first and their accomplishments second. I want every athlete I coach to feel as though they are better people, not just better athletes, than they were when they started.

SUMMARY OF QUALIFICATIONS

- 1984 1986 Athletic Director at an on Campus organization at the University of Texas. I
 guided a program that had consistently ranked in the bottom of a twenty six team league,
 to making the playoffs in both basketball and flag football, including a championship in
 Flag Football in my last year, 1986.
- 1988 1989 Coached in 13 15 year old Baseball league in San Diego. Team won the League in our second year.
- 1992 1995 Coached in Eagle Rock Flag league for men. Team went to Championship game in final year, losing that game.
- 2008 2009 Coached Waldorf Flag Football. Won Championship.
- 2012 to Current. Coached Waldorf Flag Football. Three years in playoffs. Two straight in Championship game.
- 2012 Present. Waldorf A.D. Currently have over 90% of Junior High Students enrolled in Athletics.

EMPLOYMENT

- 1986 1989 Sales Rep. Shell Oil Company
- 1989 Present. Actor and Writer
- 1998 2007 Art Department for numerous Comedy Central Shows.
- 2012 Present Pasadena Waldorf Athletic Director

EDUCATION

- 1978 1982 Westwood High School. 3.5 GPA. 2 Year Letterman, 5A Varsity Basketball.
- 1982 1986 University of Texas. 3.0 GPA, B.A. in Business Marketing.



Pasadena Waldorf School High School Coaching Staff

Coach	Sport	Qualifications
Blake Bailey	Girls Basketball	Resume attached
Jennifer Gould	Girls Volleyball Track and Field	Resume attached
Daniel Baker	Cross Country Track and Field	Resume attached
Mark Evans (Volunteer Consultant to Coach Daniel Baker – not a paid staff member)	Cross Country (consultant)	20 years Cross Country Coach at Crescenta Valley High School
Emily Puls	Girls Basketball	Graduate Assistant

Jennifer Gould

PWS Volleyball Coach\ Track and Field Coach

Education:

- Bachelor of Arts Degree from University of California Santa Barbara : graduated 1998
- Waldorf Teaching Certificate from Waldorf Institute of Southern California : graduated 2006
- Certificate to Host Pentathlon events and to train children and adults in the - 5 disciplines of Pentathlon from Spacial Dynamics Institute : received 2012
- 5 year Level 1 teacher training in Spacial Dynamics from the Institute for Spacial Dynamics : will graduate in summer 2016

Work / Coaching Experience:

- Event management and tour leading for International Golf Tournaments : 1999 2001
 - Elementary School Classroom Teaching for grades 1 8: 2001 2006
- Movement Teacher / Games and P.E. for elementary and middle-school grades: 2008 present
 - Head Coach Girls Middle-school Volleyball: 2007 present
 - Coach Middle-school Boys and Girls Track and Field: 2008 present
- Event Organizer and Host- 6th grade Southern California Waldorf Schools Medieval Games : 2011- 2014
- Event Co- Manager 5^{th} grade Southern California Waldorf Schools Pentathlon: 2010 present

Daniel Baker

Experience

Middle School Track Coach, PWS, 4 years, 2011-present: provided coaching in a number of running and jumping events, specializing in the high jump, long jump, and middle-distance running events.

Middle School Boys P.E. Teacher, PWS, 4 years, 2011-present: provided introductory, skill-based instruction in a wide variety of sports, including flag football, volleyball, and basketball.

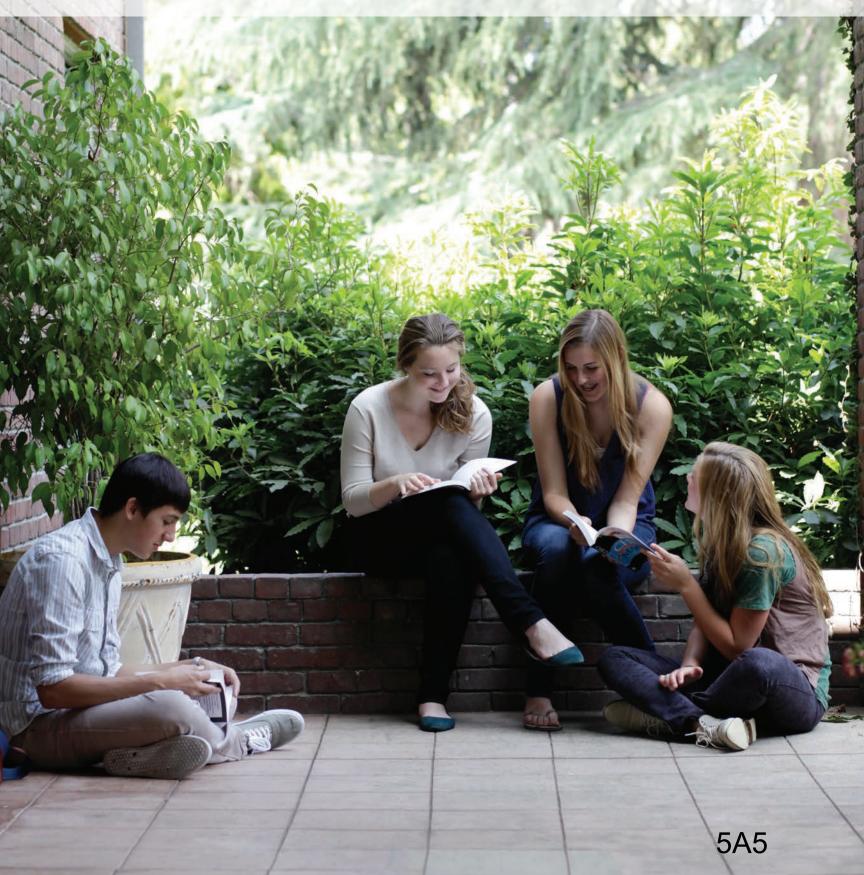
Middle School Boys Basketball--Assistant Coach, PWS, 2 years, 2013-2015

Middle and High School English Instructor, PWS, 1 year, 2014-present: taught English classes in grades 6-11, providing classroom instruction in areas of grammar, reading and literature, and writing, both creative and expository.

Education

B.A. in English, Literature Concentration, Azusa Pacific University, May 2010





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The Waldorf High School Difference

Waldorf schools offer a genuine art of education that has at its very core the adolescent's maturing self and social identity. The Waldorf high school curriculum seeks to develop individual skills and abilities through the humanities, sciences, and arts, their content filled with new life, meaning, and relevance to the world in which we live.

The Waldorf high school curriculum meets the needs of the adolescent through a diverse program that is academic, artistic, practical, and social, as well as relevant to humanity and the world in which we live. Waldorf students graduate with strong academic skills, social consciousness, and a vibrant individuality that allows them to impart purpose and direction to their lives.

I can rely on myself and the world I can rely on myself in the world I have ideals I have goals that I want to realize I am ready to meet the future

"Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and [therefore] with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students' imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades. By the time they reach us at the college and university level, Waldorf students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of a discoverer and the compassionate heart of a reformer, which, when joined to a task, can change the planet."

—Dr. Arthur Zajonc, Professor of Physics, Amherst College





Our Curriculum

The question at our high school is not only what do you want to be, but who do you want to be.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English Language Arts Comedy & Tragedy The Novel Grammar of the Sentence Essay Composition Creative Writing Research Skills	English Language Arts Mythology The Art of Poetry Play Production The Odyssey Greek Dramatic Literature Essay composition, creative writing, and research project Latin American Literature	English Language Arts Shakespeare/Hamlet Dante's Divine Comedy Wolfram's Parzival Development of Modern Literature Analytic and reflective essay writing, creative writing, and research project	English Language Arts The American Voice in World Literature: (Europe, Africa, Latin America & Asia) Senior Play American Transcendentalists Russian Literature Advanced compositoin, college essay, creative writing, and research project
World Language Spanish or Mandarin	World Language Spanish or Mandarin	World Language Spanish or Mandarin	World Language Spanish or Mandarin
History & Social/Cultural Studies Modern History: Revolutions History through Art U.S. History Native American Cultures	History & Social/Cultural Studies Ancient Civilizations U.S. Government	History & Social/Cultural Studies U.S. History History through Music World Religion	History & Social/Cultural Studies U.S. History Latin American Studies History through Architecture Asian Studies
Math Permutations and Combinations Algebra I/ Geometry	Math Trigonometry Algebra II/Geometry	Math Projective Geometry Algebra II/Pre-Calculus	Math Economics Pre Calculus/Calculus Applied Mathematics
Science Chemistry: Organic Biology: Comparative Anatomy Earth Science: Geology Physics: Thermodynamics Health	Science Chemistry: Inorganic Biology: Cell Bio/ Embryology Earth Science: Climatology Physics: Mechanics	Science Chemistry: Atomic Biology: Botany Physics: Electricity and Magnetism Science Skills	Science Chemistry: Biochemistry Biology: Zoology Environmental Science Physics: Modern/Light
Fine & Applied Art Painting and Drawing Fiber & Textile arts Photography Pottery Modeling & Sculpture	Fine & Applied Arts Painting and Drawing Fiber & Textile arts Photography Pottery Modeling & Sculpture	Fine & Applied Arts Painting and Drawing Fiber & Textile arts Photography Pottery Modeling & Sculpture	Fine & Applied Arts Painting and Drawing Fiber & Textile arts Photography Pottery Modeling & Sculpture
Performing Arts Chorus and Instrumental Ensemble Drama Eurythmy	Performing Arts Chorus and Instrumental Ensemble Drama Eurythmy	Performing Arts Chorus and Instrumental Ensemble Drama Eurythmy	Performing Arts Chorus and Instrumental Ensembl Drama Eurythmy
Physical Education Team Sports Gym and games	Physical Education Team Sports Gym and games	Physical Education Team Sports Gym and games	Physical Education Team Sports Gym and games
Applied Computer Skills MS Word On-line Research	Applied Computer Skills Applied Technologies Photo editing and presentation software On-line Research	Applied Computer Skills Graphic Design Software Applied Technologies On-line Research	

Know yourself Forge new paths Discover your passions Discover your ability to lead

Academic Learning

A Waldorf high school prepares students to be creative thinkers, problem solvers, and active, socially-conscious citizens. With over 90 years of experience and 1,000 schools internationally, Waldorf Education develops young people's minds and hearts to ask questions and explore answers in a broad, inter-disciplinary way.

Every aspect of academic learning is complemented by artistic and practical work that encourages the students to think imaginatively and to see the information and knowledge in both historical and contemporary contexts. Our program engages students' imaginations, sparks their enthusiasm for independent work, and lays the foundation for future study. Every course also addresses basic questions about the nature of the human being, society, and the natural world.

The four-year curriculum of the high school is specifically designed to meet the growing adolescent at each important phase of his or her inner development. Each year, students encounter courses that support and nurture their ever-evolving path to freedom and independence. Ninth graders enter the high school with a need to be firmly grounded in stable physical processes and phenomena that reflect the powerful inner polarities that they experience at this time. By identifying and contrasting the qualities of things, analytical thinking begins. Tenth graders are reaching beyond stability to understand movement and change. The curriculum places them firmly within the flow of time, bringing active thinking and new powers of imagination. Eleventh graders discover that their blossoming individuality is strengthened through meaningful inner questioning. They reflect upon their learning and how it shapes their own unique identity. Twelfth graders are able look at an issue from many points of view, finding common elements, central themes, and even imaginative solutions. They stand firmly in the present, acting in the world with moral conviction and inner freedom.

"The Waldorf high school curriculum is quite demanding. We are trying to develop students with the capacity to think-not so much what to think, but how to think." -Douglas Gerwin, Director, Research Institute for Waldorf Education

Create Think Explore Move

Main Lesson

A distinguishing feature of Waldorf Education is the main lesson—a double academic period that starts each day and is taught over a period of three to four weeks. Through a more intensive study of the humanities, maths, sciences, and aesthetics, the main lesson provides a deep, conceptual immersion in a different subject each month. Main lesson also provides students with the opportunity to develop their own record of their studies, which range from research projects and reports to notebooks of their own writings, observations, or calculations to original artistic reflections. In addition to being fully college-preparatory, the main lesson sequence establishes an ever-widening and deepening conceptual foundation for the type of creative, self-directed and ethical thinking needed to enter the life of adulthood.

Ongoing Skills Program

The main lessons are complemented by year-long courses in mathematics, English, social studies, world languages, the sciences, and physical education. These courses meet four times each week and focus on skill development. Over the course of high school, each student works through a full sequence of algebra, geometry and, for those students wishing to study higher mathematics, calculus. Running parallel to the math work is comprehensive instruction in academic and creative writing, along with literary studies in the great works of world civilization. Students also choose between one of two world languages, which will be studied for four years. For those students interested in deepening their scientific knowledge, eleventh and twelfth graders can take an on-going science elective. All these yearlong skills courses, as with the main lessons, exceed the UC scope and sequence standards.

The Arts

Considered an essential foundation for creative thinking and healthy personal and social development, the arts are an integral part of the core curriculum. Waldorf students receive four years of instruction in a wide range of fine, performing, studio and applied arts, spending about a quarter of each week in such activities. Each student draws, paints, models, works in wood and metal, learns handwork, acts in plays, sings, and plays in an instrumental ensemble. In addition to these aesthetic experiences, the arts engage adolescents in activities that awaken their powers of observation, judgment, imagination, self-confidence, initiative, self-expression, and creative problem solving, providing the type of healthy balance so needed in our time.

"Our highest endeavor must be to develop free human beings, who are able, of themselves, to impart purpose and direction to their lives."

-Rudolf Steiner









Beyond the Classroom—Class Trips

While the classroom provides the foundational environment for learning, we believe that education should occur outside the traditional, formal setting as well. We are fortunate to be located near magnificent mountains and the ocean, each offering rich opportunities for powerful, outdoor learning experiences. On a yearly basis, each class goes on a weeklong trip where they experience in nature what they studied in the classroom. These trips also provide the adolescent an opportunity to reflect upon their experiences of the natural world and what it means for personal self-renewal and planetary responsibility.

Athletics and Physical Education

The four-year Waldorf physical education program aims not only to develop strength and agility in the physical body. Through a wide range of athletic, games and movement experiences, Waldorf physical education emphasizes the development of disciplined, collaborative and responsible physical activity. But the physical education curriculum does not end there; it helps the adolescent develop a conscious understanding of how to establish and maintain his or her physical health.

Extracurricular Activities

In addition to the academic and artistic program, Waldorf Education provides students with the opportunity to blaze new paths socially and develop leadership skills during their high school years. From student government to organizing social activities, students learn how to develop new ideas and work cooperatively with peers, teachers and other adults to bring them to realization. Students are also encouraged to create new ideas for after-school clubs, sports, and activities and to bring them to realization.

Service

Service broadens adolescents' perspectives and fosters a life-long desire to give back to their immediate and broader communities. Service trips and individual projects provide an opportunity to connect with others and contribute in a personally and socially meaningful way. In the Waldorf high school, students are taught how to identify needs and become part of the solution, thereby learning that remarkable things can be achieved by dedicated individuals working in service of their community.

Creating Strong Relationships

Waldorf Education is education for life. The development of meaningful and ethical human relationships is key to Waldorf Education. Waldorf high school students learn how to bring into balance the often contradictory forces of judgment, criticism, tolerance, flexibility, selfidentity, compassion, and appreciation for the work and lives of others. Small class sizes and an intimate student-to-teacher ratio create an environment in which each student learns how to see his or her own struggles reflected in the lives of fellow students. Collaboration, mutual support and ethical relations are the guiding social principles of the social and academic life in the Waldorf high school. Each student competes against him or herself, not against classmates. Waldorf graduates universally testify that the caring, mutually supportive environment of their Waldorf high school years taught them how to meet, work with, and guide the widest variety of people possible.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

-Margaret Mead

The Waldorf Teacher

The Waldorf high school teacher is an experienced professional in his or her academic, artistic or professional subject area. Waldorf educators devote their careers not just to the teaching of adolescents, but also to taking responsibility for their students' individual, social, and ethical development.



"The teachers and staff cared enough to expect something of me and to challenge me to think and ask questions." —Lisa Sloane, Waldorf Graduate and Columbia University, M.S.W.

"Waldorf education taught me how to think for myself, to be responsible for my decisions." —Kenneth Chenault, Waldorf Graduate, President and CEO, American Express Company

After High School

Our goal is to prepare students for college coursework and their journey beyond high school. According to a recent study of Waldorf graduates*, 94% attended a four-year college or university. Our high school students receive close, personal support throughout the college selection process by our College Counselor. Guidance is also provided for students who wish to take a gap year or pursue other post-secondary options. Waldorf schools are known by colleges throughout the world for producing students who are independent, morally responsible, inquisitive, and positively-oriented human beings.

We cannot predict what challenges the future will hold for our students, but we can foresee that they will need to be able to think creatively and independently, to work collaboratively with peers, have sound moral judgments as well as a genuine and confident sense of self in relation to their community and their world.

Waldorf Education is primarily dedicated to the developing human, including the capacities for courage and hope, so that Waldorf graduates have the confidence to embrace their future and teake hold of their lives.

*Survey of Waldorf Graduates, Research Institute for Waldorf Education

Breathe Dream Reflect



Colleges and Universities Attended by Waldorf Alumni

As reported in the AWSNA Survey of Waldorf Graduates, Research Institute for Waldorf Education

Academy of Art San Francisco <mark>Adelphi Un</mark>iversity Alvernia College American Academy of Dramatic Arts American College in Paris American University in Bulgaria Amherst College <mark>Ann</mark>a Maria College Antioch College (Ohio) Antioch University Arizona State University
Art Center College of Design Art Institute of Boston Audubon Expedition Institute Bard College Barnard College Baruch College Bates College Bay Path Junior College Beloit College Bennington College Bentley College Berklee College of Music Birthingway College of Midwifery Boston Conservatory **Boston University** Bowdoin College Brandeis University British American Dramatic Academy Brown University Bryn Mawr College Burlington College Cabrini College California College of Arts & Crafts California Polytechnic State University California State University, Northridge California State University, Sacramento California State, Dominguez Hills Camosun College (BC) Canadian College of Massage and Hydrotherapy Capilano College Carleton University, Ottawa Case Western Reserve University Castleton State College Catholic University of America Central State (Ohio) Chapman University Charter Oak State College City University of NY Clark University Colby College Colby Sawyer College of Boca Raton College of Santa Fe College of the Atlantic College of William & Mary Colorado College Columbia College, Chicago Columbia Teachers College

Columbia University Commonwealth University Concordia University Connecticut College Conservatory of Amsterdam Cornell University Cornish College of the Arts Culinary Institute of America Cumberland University Curtis Institute of Music Dalhousie University Halifax Daniel Webster College Dartmouth College Deep Springs College Denison University Diablo Valley College Dickinson College Drew University Duke University Duquesne University Earlham College Ecosa Institute Elizabethtown College

Emerson College (UK) Emerson College, Boston Emily Carr Institute of Art and Design Eugene Lang College of the New School Eurythmy School, Dornach Fairleigh Dickenson Fashion Institute of Technology (NYC) Flagler College Florida Atlantic University Foothill College Fordham University
Fort Lewis College (Durango, CO)
Franklin and Marshall College Franklin Pierce College Freie Universitat Berlin, Germany George Fox University George Mason University George Washington University Georgetown University Georgian College Gettysburg Goddard College Grinnell College Guilford College Hamilton College Hamline University Hampden-Sydney College Hampshire College Hampton University Hartwick College Harvard University Haverford College Hawthorne College Hebrew University of Jerusalem Hendrix College Hofstra University Hunter College Immaculata University

Indiana University Instituto Tecnolgico y de Estudios Superiores de Monterrey, Mexico Instituto Tecnologico y de Estudios Superiores de Occidente, Mexico Johns Hopkins University Johnson State College

Keene State College Kenyon College Kirksville College of Osteopathic Medicine Kutztown University Langara College (BC) Lawrence University Lebanon Valley College Lehigh University Lock Haven University London College of Eurythmy London School of Economics Long Island University

Juilliard School

Juniata College

Kalamazoo College

Los Angeles Harbor College Maastricht University
Macalester College

Malaspina University Manhattanville College Marlboro College Maryland Institute College of Art McGill

University
Medical University of South Carolina

Memorial University of Newfoundland, Canada

Mercy College Merrimack College Middlebury College Millersville State University Monterey Peninsula College Morton College Mount Allison University

Mount Holyoke College Mount Vernon College Mountain College (Steamboat Springs, CO)

Muhlenberg College Naropa University

National University, Sacramento New College of California

New England Conservatory of Music New York Institute of Technology

New York University Newbury College Newcomb College

North Carolina School of the Arts North Eastern University

Northeastern University Northwestern

University Nottingham Trent University
Nova Scotia College of Art and Design

Oberlin College Occidental College

Ohio State University Ohio Wesleyan University

Ontario College of Art & Design Ontario Police College

Ontario Teachers College Parsons School of Design Penn State University

Pennsylvania College of Technology
Pennsylvania School of Art and Design Philadelphia College of Textiles and Science

Plymouth State College (NH) Pomona College

Portland State University Prescott College Princeton University Principia College PUCK

Queens College Radcliffe College Reed College

Rhode Island School of Design Rochester Institute of Technology Roger Williams University Rudolf Steiner College Rutgers University

Ryerson University, Toronto Saddleback College,

(Mission Viejo, California) Salem International University San Francisco Art Institute San Francisco State University San Jose State University Santa Clara University Santa Rosa Junior College Sarah Lawrence College School for International Training Shenandoah University

Siena College Silvermine College of Art Simmons College Simon Fraser University Skidmore College Smith College Sonoma State University Southwestern University St. John's College, Annapolis St. John's College, Santa Fe St.Lawrence University St. Leo College Stanford University

State University of NY, Albany State University of NY, Cobleskill State University of NY, Oneonta State University of NY, Purchase State University of NY, Stony Brook

Stephens College
Stuttgart School of Speech and Drama

(Germany) Sunbridge College

Swansea Institute of Higher Education (Wales, UK)

Swarthmore College Syracuse University Technical University of Berlin Temple University

Toronto School of Homeopathic Medicine

Trinity College Trinity College (Dublin) Trinity University (San Antonio, TX) Universidad Complutense de Madrid Universidad del Valle de Atemajac Universidad Laica

University of Applied Arts, Vienna Universite de Bourgogne

University of Bridgeport
University of British Columbia
University of California, Berkeley

University of California, Los Angeles University of California, Riverside <mark>University of</mark> California, San Diego

University of California, San Francisco, School of Medicine

University of California, Santa Barbara

University of California, Santa Cruz University of Chicago University of Cincinnati University of Colorado, Boulder University of Colorado, Denver University of Connecticut

University of Delaware University of Florence, Italy University of Guelph

University of Hartford University of Heidelberg (Germany)

University of Houston University of Iowa University of Mary land

University of Massachusetts, Amherst University of Massachusetts, Boston

University of Melbourne, Australia University of Michigan University of Minnesota University of Montreal University of Munich University of New Brunswick

University of New Hampshire University of North Carolina University of Oklahoma University of Oregon University of Pennsylvania

University of Puget Sound University of Redlands University of Richmond University of Rochester University of San Diego University of San Francisco University of South Carolina

University of Southern California University of Tennessee, Chattanooga University of Texas, Austin University of Toronto

University of Vermont University of Victoria University of Virginia

University of Wales (Swansea, UK) University of Western (Ontario, Canada)

University of Wisconsin Ursinus College Vassar College Vermont Technical College Villanova University

Virginia Commonwealth University Vrije Universiteit, Amsterdam

Wake Forest Walden University Warren Wilson College Washington College Waynesburg College Wentworth Wesleyan University

West Chester University West Coast College of Massage Therapy West Virginia University

Western Maryland College Western Michigan University Western New England College

Wheaton College Wheelock College Whitman College Wiedener Drexel Wilmington College Worcester State College World College West Yale University

Discover Waldorf Education

Waldorf Education is based on educator and philosopher Rudolf Steiner's (1861–1925) research on child development. The Waldorf approach recognizes the simple but profound insight that children learn in distinctly different ways at different stages of their development. Waldorf teachers are dedicated to teaching in ways that profoundly meet the needs of the developing human being, and the curriculum fosters an unfolding of the student's natural capacities. In classrooms filled with light and life, Waldorf students learn traditional academic subjects through distinctive and time-tested teaching methods that serve their intellectual, physical, emotional, and spiritual development. Engaging the hands, heart, and mind cultivates inner enthusiasm for learning.

Part of a worldwide educational movement that began over 90 years ago, Pasadena Waldorf School is a leading independent school in the San Gabriel Valley, helping families raise well-balanced, multifaceted young people since 1979.

With the opening of our high school in 2012, Pasadena Waldorf School joins a strong and vibrant Waldorf high school community throughout North America.

Academe of the Oaks, Atlanta, GA Austin Waldorf School, Austin, TX Camphill, Glenmoore, PA Chicago Waldorf School, Chicago, IL Emerson Waldorf School, Chapel Hill, NC Great Barrington Rudolf Steiner School, Great Barrington, MA Green Meadow Waldorf School, Chestnut Ridge, NY Hartsbrook School, Hadley, MA Hawthorne Valley School, Ghent, NY High Mowing School, Wilton NH Highland Hall Waldorf School, Northridge, CA Honolulu Waldorf School, Honolulu, HI Island Oak High School, Duncan, BC Kimberton Waldorf School, Kimberton, PA Lake Champlain Waldorf School, Shelburne, VT Merriconeag Waldorf School, Freeport, ME Monadnock Waldorf School, Keene, NH Portland Waldorf School, Milwaukie, OR Rudolf Steiner School of Ann Arbor, Ann Arbor, MI

Rudolf Steiner School, New York, NY

Sacramento Waldorf School, Fair Oaks, CA San Francisco Waldorf School, San Francisco, CA Santa Fe Waldorf School, Santa Fe, NM Seattle Waldorf School, Seattle, WA Shining Mountain Waldorf School, Boulder, CO Summerfield Waldorf School & Farm, Santa Rosa, CA Tara Performing Arts High School, Boulder, CO The Denver Waldorf School, Denver, CO Toronto Waldorf School, Thornhill, ON Vancouver Waldorf School, North Vancouver, BC Waldorf High School of Massachusetts Bay, Belmont MA Waldorf School of Baltimore, Baltimore, MD Waldorf School of Garden City, Garden City, NY Waldorf School of Orange County, Costa Mesa, CA Waldorf School of San Diego, San Diego, CA Waldorf School of Saratoga Springs, Saratoga Springs, NY Waldorf School of the Peninsula, Los Altos, CA Washington Waldorf School, Bethesda, MD Youth Initiative High School, Viroqua, WI



parent-child • early childhood • elementary school • high school

Admissions Office • 209 E. Mariposa Street • Altadena, CA 91001

Phone: 626-794-9564

www.pasadenawaldorf.org

Pasadena Waldorf School does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, handicapping conditions, or sex in its educational programs or employment.

209 E. Mariposa Street, Altadena, CA 91001 626.794.6534 Pasadena Waldorf High School

Pasadena Waldorf High Schoo CEEB: 054688

Pasadena Waldorf High School (PWHS):

PWHS provides a multi-disciplinary, integrated education for students. PWHS provides a comprehensive educational experience that offers rigorous challenges in sciences, humanities, arts, and mathematics within a community of passionate students, dedicated teachers, and involved parents. PWHS is fully accredited by the Association of Waldorf Schools of North America (AWSNA) and the Western Association of Schools and Colleges (WASC).

Waldorf approach:

The Waldorf approach is experiential and interdisciplinary. Students spend considerable time with the real world applications of concepts presented in the classroom. In trig, our students surveyed the campus, in biology they evaluate the ecosystem, and in architecture, they visit neighborhoods and develop models for redevelopment. In this way, students deepen their learning and do far more than simply memorize. They experience and fully engage with their studies.

PWHS Graduation requirements:

	Minimum credits needed to
Subject Areas	graduate
English	44
World & US History	16
Mathematics	32
Biological & Physical Science	24
Foreign Language	28
Performing Arts	16
Visual Arts	30
Electives	12
Physical Education & Health	6
Electives	0
TOTAL	208

Science, history, and intensive English courses are taught in units. Over the course of four years, students will receive a full year or more worth of credits in these subjects.

Students have the choice of doing college prep electives or study skills; both count towards our graduation requirements for elective courses.

For students who transferred to PWHS after 9^{th} grade will have the following graduation requirements: 36 English credits, 8 performing art credits, and 16 visual arts credits.

GPA Scale:

4.3 = A + 4.0 = A	2.3 = C + 2.0 = C
3.7 = A	1.7 = C-
3.3 = B+	1.3 = D+
3.0 = B	1.0 = D
2.7 = B-	0 = D - to F

Incomplete - No Credit / No GPA

Pass - Credit / No GPA Fail - No Credit / No GPA THE PASADENA WALDORF SCHOOL

7461

Invoice #

Date

Description

Gross Payment

Discount

Net payment

041515

4/15/2005 School Sports- CIF Southern Section App Fee

\$100.00 \$100.00 \$0.00 \$0.00 \$100.00 \$100.00

7461

SECURITY FEATURES INCLUDE TRUE WATERMARK PAPER, HEAT SENSITIVE ICON AND FOIL HOLOGRAM.

*** One Hundred Dollars And Zero Cents

THE PASADENA WALDORF SCHOOL

209 E MARIPOSA ST ALTADENA, CA 91001 CITY NATIONAL BANK PASADENA 626-432-7100 89 SOUTH LAKE AVE PASADENA, CA 91101 16-1606/1220

Apr 17, 2015

PAY TO THE

7461

ORDER OF

CIF Southern Section

\$100.00

DOLLARS

CIF Southern Section

10932 Pine St.

Los Alamitos, CA 90720

MEMO

#122016066# 026#260353#

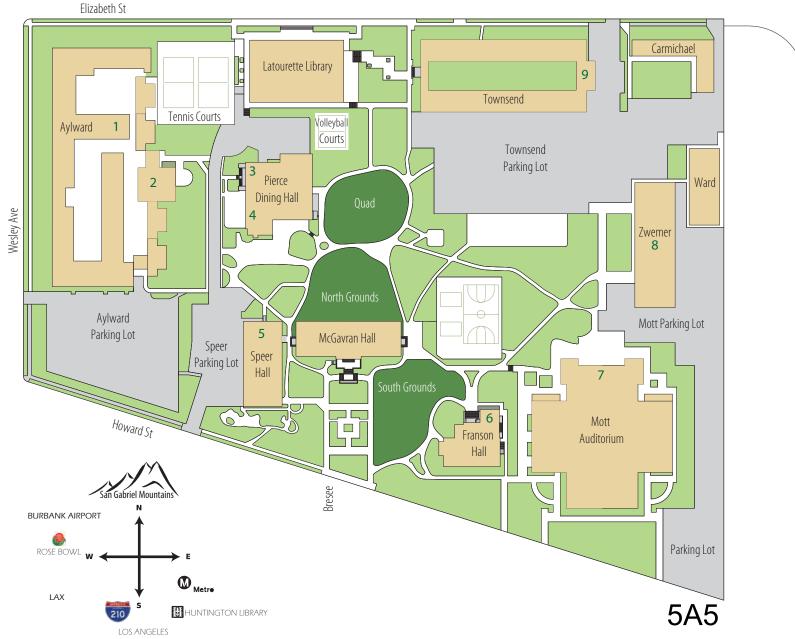


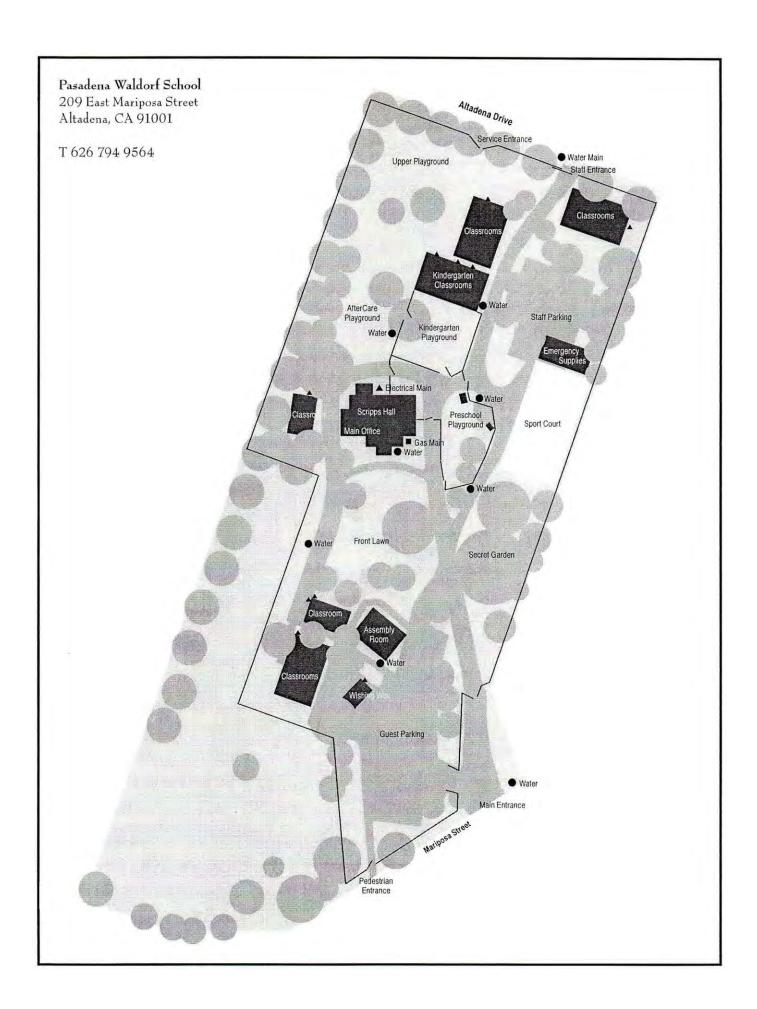
Conference Rooms

- 1 Conference Services
- 2 China Room
- 3 Pierce Conference Room
- 4 Pierce Auditorium
- 5 Speer Conference Room
- 6 Franson Reception Hall
- 7 Mott Auditorium
- 8 Zwemer Theater
- 9 Townsend Conference Room
- 10 Heimbach Room











CIF Southern Section Application for Membership 2015-16 School Year

Judson Internationa Name of School	al High School				
1610 E Elizabeth S	treet				
Street Address Pasadena C City and Zip Code	A 91104				
School Telephone 626-398-2488	_ Athletic Telephone	626-482-9866	Fax	626-398-2222	
School Website	.org				
Type of School (Check where applicabl	e)				
Grades 9-12 Grades 10-12 Number of Students per Grade (Current		e Coed 14			
Total Number of Current Year Students Anticipated Future Enrollment 3 Year	80		120		
New Public High Schools under Constru	uction – Planned Openi	ng Date		-	
Charter Schools Only - Chartering Dist	rict/Institution				
Athletic Program Goals and Objective See Attachment	<u>es</u>				
Athletic Administration			diana.t	ojoraker@judsonscho	
Name of Principal Chuck Fields Name of Athletic Director		Principal's email		chuck.fields@judsonscho	
		Athletic Director			
Accreditation Western Association of Schools a	and Colleges 533 Ai	irport Blvd. Ste 2	200, Burlinga	me, CA 94010	
Name and Address of Accrediting Orga	nization			***************************************	

Daviced Inne 2014

11Dane

Sport Basketba	ıll	Practice Facility Judson International School		Game Site and Location Exploring Options				
Volleyball		Judson In	Judson International School			Exploring Options		
		Judson International School		Exploring Options				
See Attac	chment							
					. 4445		5.334000s	
				-	And the second			
Initial Part	icipation Levels							
	listing of sports offe						icate what level	
your school Season	will be competing, Sport	Boys), junior varsir	y (J v), rresnman Season	Sport	Boys	Girls	
Fall	Sport	<i>20</i> 35		Winter	Sport	Doys		
	Cross Country			White	Basketball	/		
	Field Hockey				Soccer			
	Football				Water Polo)		
	Golf				Wrestling			
	Tennis						4,222,22	
	Volleyball		✓					
	Water Polo							
Spring	Badminton							
	Baseball		<u> </u>					
	Golf	Ī						
	Gymnastics							
	Lacrosse							
	Softball							
	Swimming							
	Tennis							
	Track & Field							
	Volleyball							

Davicad Inna 2014

7112 0 0 0

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- 1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- 3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Davised Inno 2014

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.

Diana Bjoraker		Dave	Datema	
Administrator of School (Superinten	dent/Principal)	Officer ((Board/Trustee Officer)	
Judson International School	ol	Direct	or of Frontier Miss	sion Fellowship
Name of School 04/22/2014		Name of 04/22	f District Board /2014	· · · · · · · · · · · · · · · · · · ·
Date		Date		
*********	******	******	*******	********
CIF Southern Section Executive C	ommittee Review and	Approval Status		
	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date				
	Denied			
		Aı	rea Placement	
Commissioner of Athletics				

5A6

31 P a n c

Charles A. Fields

626-482-9866 chuck.fields@judsonschool.org

1172 N. Wilson Ave. Pasadena, Ca. 91104

Experience

1990-Present

FEDEX

Operations Manager

- Responsible for managing 120 plus employees in daily operations of AGFS.
- Training
- Benefits
- Performance Reviews
- Manager over Hub Control

2005 - Present

Judson International School

Teacher/Coach/Athletic Director

- Started Sports Program at Junior High Level 9 years ago
- 6 Foothill League Championships

1998-2003 Sierra Madre Search and Rescue Team, Sierra Madre CA

Volunteer

1984-1987

Fuller Theological Seminary

Pasadena CA

Masters of Divinity.

Education

1980-1984

Barrington College

Barrington RI

- BA Double Major: Youth Ministry/Biblical Studies
- Certified Strength Conditioning Specialist; NSCA

References

Available on request

Diana Bjoraker

1491 N Oxford Ave, Pasadena, California 91104, USA

Phone: 626 398 2476 Cell: 626 676 4383 Email: diana.bjoraker@judsonschool.org

Profile

Committed, dependable, calm under pressure, able to work well with a team

Key Skills

- Highly developed people skills, strong communicator,
- Strong organizational skills, able to remain calm under pressure and to prioritize long-term projects whilst meeting short-term demands.

Career History

Judson International School - Pasadena CA Sep 04 - Present Principal

Judson International School - Pasadena CA Sep 98 - Jun 04
Teacher Middle School English and History primarily

Providence Mission Homes - Pasadena CA Jul 93 - Aug 98
Apartment Manager

Beit Immanuel - Tel Aviv, Israel

Manager of Guest House

Dec 81 - Nov 84

Sumner Primary School - Christchurch, New Zealand
Teacher

Jan 78 - Dec 80
Taught grades 3 and 5

Princess Margaret Hospital - Christchurch, New Zealand

Jan 72 - Feb 73

Registered Nurse

Education

California Baptist University, Riverside, CA

MS in Educational Leadership

2012 - Present

Christchurch Teachers College, Christchurch, New Zealand

1976 -1977

Teaching credential - elementary, multi-subject

University of Canterbury, Christchurch, New Zealand

1972 - 1975

BA in English Literature

References

Available on request

Coaching Qualifications:

Basketball Coach: Marvin Walker:

- Coached eight years high school basketball, Maranatha High School.
- Coached junior high basketball at Judson International School, two years.
- Coached at Nea Charter School, two years.
- Coached at YMCA and Brotherhood, 20 years.

Girls Volleyball Coach: Ashley Reynolds:

- Played volleyball competitively in high school.
- Played softball competitively in college.
- Bachelor of Arts in Neurobiology and Global Health and Health Policy from Harvard University.

Baseball Coach: Michael Jarrard:

- 15 years of high level competitive baseball
 - Year round travel teams
 - O Three sons:
 - Youngest 4 year varsity player
 - Second son plays at Glendale Community College
 - Oldest son plays for BIOLA University.

Athletic Program Goals and Objectives:

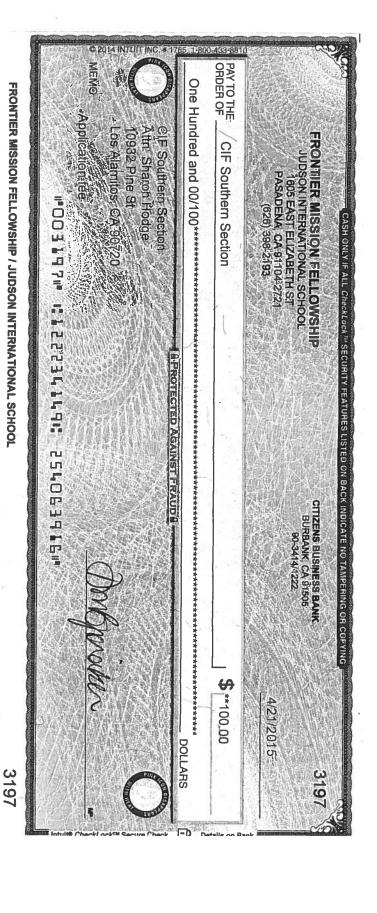
Judson's goal is to offer the opportunity for every interested student to play sports for the purpose of gaining skills, learning teamwork, developing character and enjoying sports lifelong. Our objectives are three sports teams: fall girls volleyball, winter boys basketball and spring baseball. Our goal is to continue to grow our sports program to offer more sports.

Facilities:

Our campus has a basketball/volleyball court for practice purposes only at this time. We have batting cages and a multipurpose field for practice. We are anticipating an upgrade to our facilities to host games at our school.

Participation:

Boys basketball, Varsity, Girls volleyball, Varsity, Baseball, IV.



CHECK IS BEING MAILED

4/21/2015

Type Reference Bill

Original Amt. 100.00

Balance Due

4/21/2015 Discount

Payment 100.00 100.00

100.00

Check Amount

CIF Southern Section

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Cash in Bank

Application fee

100.00



SCHOOL IS TO PARTNER WITH PARENTS IN EDUCATING CHILDREN WHO WILL GROW THE MISSION OF JUDSON INTERNATIONAL IN KNOWLEDGE, UNDERSTANDING AND WISDOM TO BECOME LEADERS IN GOD'S KINGDOM AND TODAY'S WORLD.



Judson International School

Graduation Requirements

As a college preparatory school, our graduation requirements are aligned with the norm for college entrance requirements, including the University of California system. Core classes receive 5 credits per semester; non-core classes receive 2.5 credits. We also offer options for an ESL diploma and a general high school diploma.

Language Arts: 4 years (40 credits) Social Sciences: 3 years (30 credits)

Math: 3 years/4 recommended (30 credits)

Science: 3 years (30 credits) Bible: 4 years (40 credits)

Physical Education: 2 years (10 credits)

World Languages: 2 years/3 recommended (20 credits)

Electives: 4 years (40 credits)

Additional coursework: (20 credits)

TOTAL CREDITS REQUIRED: 260

Judson high school students are also required to give ten service hours per year in the community.



Course Offerings

	9 th grade	10 th grade	11 th grade	12 th grade
Language Arts	English 9	English 10	American	World
			Literature	Literature
Social Sciences	World History 1	World History 2	American	Modern World
			History	History
Math*	Algebra	Geometry	Algebra 2	Pre-Calculus
Science*	Biology 1	Chemistry	Physics	Biology 2
Bible	Bible	Bible	Bible	Bible
Physical Education	PE	PE	PE	PE
World Language*	Spanish 1	Spanish 2	Spanish 3	-
Electives+	Elective	Elective	Elective	Elective

^{*}Class placement determined by prerequisites. Math, science and Spanish classes are mixed grade level.

⁺ Electives are offered on a rotation. Our current electives are: Leadership/College Preparation, Art, Speech, Drama, Music History and Art History.



Judson International School

Electives and Extra-curricular Activities

Electives:

Journalism: This course includes all the creation and production of the high school newsletter Eagle Eye and the all school yearbook.

Student Council: This course is focused on leadership training through practical application including organizing high school events, fundraisers and activities.

Worship Team: This course focuses on understanding the essence of worship in the church and our daily lives. Students will assist in leading high school chapels.

Art 1: Our introductory art course focuses on The Elements of Art such as line, shape, and value, while building the foundations of art techniques using a variety of dry mediums that include graphite, charcoal, and soft pastel.

Art 2: Art 2 builds on Art 1 by focusing on the Principles of Design which include balance, harmony, and color to name a few. This area of study allows students to delve deeper into various styles of art and to develop their own identity as an artist.

Speech/Theater: The first semester of Speech gives students a variety of public and classroom presentations/performances so that they may gain confidence in their speaking and communication skills, preparing them for the second semester of theater. The second semester focuses on students developing dramatic techniques and skills used in scenes, sketches, monologues and a variety of other theatrical productions.

Extra-Curricular Activities:

Theater/Performance: Judson focuses on one to two theatrical productions per year: an all-school Christmas show in December which does not involve auditions and a spring musical production for which 5th through 12th grade students are invited to audition.

Athletics: Judson High School is in the process of developing its high school athletics program. Our plan is to begin with scrimmages in 2014-15, develop teams in 2015-16 and join CIF in 2016-17.

After-School Tutoring: Judson High School offers a student-to-student tutoring program. Students in good standing can apply to receive credit for serving as tutors. Students needing assistance can apply to receive free tutoring.



Private School Affidavit Confirmation 2014-15

(covers the period October 1, 2014 through September 30, 2015)

Thank you for submitting your Private School Affidavit online. This is your Private School Affidavit Confirmation. Please print this page, and maintain a hardcopy for a period of three years. Do NOT mail a copy to the California Department of Education.

Form Submitted:	10/8/2014 2:16:34 PM
Confirmation:	155896
Page Generated:	10/8/2014 2:16:34 PM

From Education Code Section 48222: This is "... a Yes private full-time...school...[that]...offer[s] instruction taught in public schools of the state,...[that offers in the several branches of study required to be this] instruction...in English [, and that keeps]...attendance [records]..."*

School Information

1. Name of School	Judson International
2. CDE-assigned 14 digit CDS code if one was previously assigned	19648816201057
3. County in which school is located	Los Angeles
4. Public school district in which school is located Pasadena Unified	Pasadena Unified
5. Street Address (P.O. Box is not acceptable	1610 East Elizabeth Street
6. City	Pasadena, CA 91104 -

7. School Telephone Number	626-398-2476
8. Optional School Fax Number	626-398-2222
9. School E-mail Address	info@judsonschool.org
10. Optional School E-mail Address	caroline.craner@judsonschool.org
11. Optional School Web Site Address	www.judsonschool.org
12. Mailing Address (only if different from #5	
above)	
13. Mailing City (only if #12 has response)	
14. Type of School	Coeducational
15. School Accommodations	Day Only
16. Does the school provide special education services?	No
17. Grade Span offered	Lowest: K Highest: 11
18. High School Diploma Offered	No
19. Classification of school	Religious (Code:NA)

Prior Year School Information

20. Has this school ever filed a Private School Affidavit under a different school name?	
21. Former name of school (if "Yes" answered to previous question)	
22. Has this school changed public school districts?	No
23. Former public school district (if "Yes" answered to previous question)	

Statistical Information

24. Range of students' ages * (Youngest may be no younger than 4 years and 9 Oldest: 17 months)	Youngest: 4 years, 10 months Oldest: 17	hs	
25. Enrollment on a single date between October	Grade Nu	Number of Pupils	
1-15, 2014. If school was not operating during this	Kindergarten	6	
current month. *	First Grade	10	
	Second Grade	4	

(NOTE: Do not report pre-school enrollment;	Third Grade	9
pre-schools that do not offer kindergarten should	Fourth Grade	2
(not me this PoA.)	Fifth Grade	11
	Sixth Grade	21
	Seventh Grade	18
	Eighth Grade	20
	Ninth Grade	10
	Tenth Grade	14
	Eleventh Grade	5
	Twelfth Grade	0
	Ungraded Elementary	0
	Ungraded Secondary	0
	Total Enrollment	135
26. Number of Twelfth Grade Graduates in 2013-2014 School Year	0	
27. Number of School Staff	Staff Type Numb	Number of Staff
	Full-time Teachers	14
	Part-time Teachers	4
	Administrators	2
	Other Staff	8
	"Other Staff" includes instr	"Other Staff" includes instructional aides, therapists, secretaries, etc.

Administrative Staff

28. Site Administrator	Mrs. Diana Bjoraker
29. Site Administrator Title	Principal
30. Site Administrator E-mail Address	info@judsonschool.org
31. Director or Principal Officer Name	Mrs. Diana Bjoraker
32. Director or Principal Officer Position	Principal
33. Director or Principal Officer Address	1610 East Elizabeth St
34. Director or Principal Officer City	Pasadena, CA 91104 -
35. Director or Principal Officer E-mail Address	diana.bjoraker@judsonschool.org

School Records



The person named as Custodian of Records below maintains attendance records required by EC Section 48222 and the records of courses of study, names, addresses, and educational qualifications of the faculty, as required by subdivisions (f)(2) and (3) of EC Section 33190. Such records are true and accurate and are accessible at the place or through the person listed here.

36. Name of Individual who is Custodian of	Ms. Caroline Craner
Records	
37. Address (Location of Records)	1610 East Elizabeth St
38. City	Pasadena, CA 91104 -
39. E-mail Address	caroline.craner@judsonschool.org

Tax Status of School

- 40. Tax-exempt, nonprofit status under Section 501(c)(3) of the 1954 U.S. Internal Revenue Code YES
- 41. Tax-exempt, nonprofit status under Section 23701d of the California Revenue and Taxation Code NO
- 42. Property tax exemption under Section 214 of the California Revenue and Taxation Code NO
- 43. None of the above NO

Acknowledgements and Statutory Notices

- "YES" indicates your understanding of the statement and your school's compliance.
- 44.YES All Private School Affidavits are public documents viewable by the public.
- 45.YES The Private School Affidavit must be filed by persons, firms, associations, partnerships, or corporations offering or conducting full-time day school at the elementary or high school level for students between the ages of six and eighteen years of age.
- 46.YES Preschools should contact the Community Care Licensing Division (CCLD) of the California Department of Social Services. Contact CCLD at 916-229-4530 or contact a regional office.
- 47.YES The Affidavit is not a license or authorization to operate a private school.
- the State Board of Education, the CDE, or any division or bureau of the Department, or any accrediting agency has made any evaluation, recognition, approval, or shall be unlawful for any school to expressly or impliedly represent by any means whatsoever, that the State of California, the Superintendent of Public Instruction, 48.YES The Private School Affidavit does not indicate approval, recognition, or endorsement by the state. Filing of this Affidavit shall not be interpreted to mean, and it endorsement of the school or course unless this is an actual fact (see EC Section 33190)
- 49.YES Private school authorities are responsible for initiating contact with the appropriate local authorities (city and/or county) regarding compliance with ordinances governing health, safety and fire standards, business licensing, and zoning requirements applicable to private schools.
- 50.YES When a school ceases operation, every effort should be made to give a copy of pupils' permanent records to parents or guardians. If records cannot be given to the parents or guardians, it is recommended that the school's custodian of records retain the records permanently so that former pupils may obtain copies when needed for future education, employment, or other purposes.
- 51.YES Retain a copy of this document for a period of three years.
- 52.YES Filing a Private School Affidavit is not equivalent to obtaining accreditation. A Private School Affidavit does not signify that any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or courses offered by the school.

10/8/2014 2:15 PM

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- 53.YES A private school shall not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to EC Section 44237. This school is in compliance with <u>EC Section 44237</u> to the extent that it applies.
- 54.YES The students enrolled in this private school and included in the school's enrollment total are full-time students in this school and are not enrolled in any other public or private elementary or secondary school on a full-time basis.

Electronic Signature

By submitting this form and the electronic signature attached hereto, I declare under penalty of perjury and the laws of the State of California that I am the owner or other head of the school, and the information contained herein is true, accurate, and complete.

Name of owner or other head of school Caroline Craner	Caroline Craner
Title	Director of School Management
Telephone Number	626-398-2476
Electronic Signature - Birth Month	***** Not displayed for security purposes
Electronic Signature - Birthday	***** Not displayed for security purposes
Electronic Signature - Question	What is your favorite sport?
Electronic Signature - Answer	***** Not displayed for security purposes

Form Submitted:	10/8/2014 2:16:34 PM
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Confirmation message sent to info@judsonschool.org.

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Return to the Private School Affidavit information page

California Department of Education

1430 N Street

Sacramento, CA 95814

Web Policy

Questions: Private Schools Office



CIF Southern Section Application for Membership 2015-16 School Year ALL INFORMATION MUST BE TYPED

Name of School Anaheim Discovery Christian School
Street Address 1275 E. Broadway Ave.
City and Zip Code Anaheim 92805
School Telephone 714 535-2535 Athletic Telephone 714 745-5542 Fax 714 774-2966
School Website www.myadcs.com
Type of School (Check where applicable)
Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 30 10th 56 11th 78 12th 47
Total Number of Current Year Students 211
Anticipated Future Enrollment 3 Years Hence 350 5 Years Hence 500
New Public High Schools under Construction - Planned Opening Date
Charter Schools Only - Chartering District/Institution
Athletic Program Goals and Objectives
Our goal is to ceate a program that will benifit the students during their years in high school and continue to benifit them in the years ahead. We want to instill in the students that hard work and
dedication is a character trait that follow them throughout their life. We want our students to have the best "American" high school expirence and we believe that being part of CIF will add to that.
Athletic Administration
Name of Principal Dr. Victor Chayasirisobhon Principal's email pstrvictor@hotmail.com
Name of Athletic Director Abel Galvan Athletic Director's email Pastorabelgalvan@aol.com
<u>Accreditation</u>
-none-
Name and Address of Accrediting Organization

Revised June 2014

1 | P a g e

<u>Facilities</u>							
Sport		Practice Fac	ility		G	ıme Site a	and Location
Cross Co	untry	Lincoln	Park		Cal State Fullerton		
Tennis		Anaheim	Tennis Ce	enter	Anaheii	n Tenn	is Center
Golf		Islands	Driving	Range	Dad Mil	ler Golf	f Course
Basket	ball	Schoo	I Court		Anahei	n Sport	ts Center
Soccer		Lincolr	n Park		Grijal	va Co	om. Park
Track and	Field	Lincolr	n Park		Cal S	tate	Fullerton
							1.11
Initial Partic	ipation Levels						
• • • • • • • • • • • • • • • • • • • •		ered for both bo	ys and girls w	ithin the CIF Sout	hern Section.	Please ind	licate what level
				y (JV), freshman a			· · · · · · · · · · · · · · · · · · ·
Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fali	Cross Country	~	'	Winter	Basketball	1	v
	Field Hockey			•	Soccer	V	
	Football				Water Polo		
	Golf				Wrestling		
	Tennis		~				
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball				•		
	Golf	V					
	Gymnastics						
	Lacrosse				•		
	Softball						
	Swimming						
	Tennis	~					
	Track & Field	~	V				

Volleyball

Revised June 2014

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

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Dr. Victor Chayasirisob	hon	Ms. D	ebbie Boulang	er	
Administrator of School (Superinter	dent/Principal)	Officer (Board/Trustee Officer)		٠
Anaheim Discovery Ch	ristian School	ADCS	S School Board		
Name of School			District Board		•
April 1 2015		April	1 2015		
Date		Date			•
*********************************CIF Southern Section Executive C			******	******	•
	Approved	Probationary	Full, Restricted	Full, Unrestricted	
Date	Denied	A	rea Placement		
Commissioner of Athletics					
Revised June 2014			•	3 P a o a	,



ADCS

1275 East Broadway Anaheim, CA 92805

Phone: 714.535.2535 Fax: 714.774.2966

www.myadcs.com

ADMINISTRATION

Principal: Rev. Dr. Victor Chayasirisobhon

Vice Principals: Vince Nimnual Abel Galvan

MISSION STATEMENT

"Reaching the world for Christ, one student at a time."

Magi from the east came to Jerusalem and asked, "Where is the one who has been born king of the Jews? We saw his star when it rose and have come to worship him."

Matthew 2:1b-2



Anaheim Discovery Christian School 2014-2015 School Profile

SCHOOL BACKGROUND

Founded in 1985, **Anaheim Discovery Christian School** (grades 7-12) exists to help provide Spiritual and Academic development for students, staff, parents, guardians, and the community. We are committed to Biblical Truth, Integrity, Innovation, Excellence, and the cultivation of Respect for others. We believe that our students were created by God with unique, individual gifts that should ultimately be developed and used for God's ordained purpose in their lives. Our faculty's primary purpose is to be an example of Christ like behavior and to offer each student the opportunity to commit his or her life to Him.

OUR GOAL FOR OUR STUDENTS

It is our goal that each student will leave ADCS with a solid foundation in their faith; and will have grown academically, emotionally, socially, musically, athletically, and in every other area of their life so that they can be used for the glory and honor of God in whatever vocation they choose.

FACULTY AND STUDENTS

The ADCS faculty is comprised of 29 regular faculty and staff members. We have a total enrollment of 225 students. We provide a well-rounded cultural experience as we have students attending ADCS from all around the world including: the United States, Korea, Vietnam, China, India, Indonesia, France, Czech Republic, Thailand, Slovakia, and Taiwan.

SCHOOL CALENDAR AND SCHEDULE

Our calendar year includes two semesters, with students attending class on a daily seven period bell schedule. We also require regular events such as weekly Chapel services and planned field trips.

SERVICE TO COMMUNTY

Students complete an assigned number of community service hours during each year of attendance. Both on campus and off campus projects are made available to students.

ACADEMICS

Anaheim Discovery Christian School offers academic classes to meet every level of student learning. We have classes that specifically prepare student s for AP examinations. A wide range of Math courses are offered from foundational Math through Calculus. Science courses include Biology (taught by a medical doctor), Chemistry, Physics, college level Biology, college level Chemistry, and college level Physics. A Tiered ESL Program (which teaches students from very limited English to the point of successful college English), Art, Graphic Arts, and of course our Theology coursework that opens the minds of students from all backgrounds and is taught by pastors in the Christian faith.

ADCS's rigorous college preparatory program exceeds academic standards required by the State of California. Our proven curriculum prepares students to successfully apply and be accepted to Universities including Cal State University campuses, University of California, additional Universities throughout the United States and abroad

Students who attend Anaheim Discovery Christian School receive an academic, spiritual and social foundation that becomes the building blocks of future success. Teacher/student ratio remains low to ensure that each student received the guidance necessary to promote their particular learning style.

Parent/Guardians who are interested in learning more about the school are welcome to tour the campus and meet with teachers and administration.

The curriculum includes Abeka Books and Bob Jones University Press. Classes include...

Bible, Pre-Algebra, Algebra, History, Science, English, Physical Education, Music/Worship, Arts/Crafts, ESL.

Bible, Pre-Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, Physics, Biology, Chemistry, EP Biology, EP Chemistry, U.S. History, World History, Government, Economics, Geography, Health, American English/Literature, World English/Literature, British English/Literature, Language Lab (Spanish, French, Chinese, Korean, German), Physical Education/Sports, Music/Worship, Art, Graphic Design, Tiered English as a Second Language (ESL) and Psychology.

We also offer a competitive sports program.

\$670.00 - Registration... INCLUDES Books, Yearbook, Field Trips

\$50.00 - Additional registration fee for 8th and 12th Graders... INCLUDES Cap & Gown Graduation Fee \$7200.00 - If paying the year in full

\$7700.00 - If paying in two installments, one in September with registration, and the other by February 1st

We are happy to say that 100% of our students who have applied to a four year university have been accepted, some with significant scholarships.

UNIVERSITIES AND COLLEGES OUR STUDENTS HAVE BEEN ACCEPTED TO

Biola University Marymount University **UC Davis** Cal State University Fullerton Masters College **UCLA** Cal State University Long Beach Northwestern University **UC** Irvine California Baptist University Otis College of Art and Design **UC** Riverside California Lutheran University Pepperdine University University of Massachusetts Cal Poly Pomona Sookmyung University University of the Pacific Chapman University St. John's University

Here is a list of Sport Anaheim Discovery Christian School would like to participate in during the 2015-2016 school year as well as a list of our coaching staff.

FALL

Cross Country: Coached by Moses Kabongo – Coach Kabongo comes to us with Junior High and High School Physical Educational experience and a desire coach our Cross Country team.

Tennis: Joe Lam – Coach Lam has experience as a Physical Education teacher and has a love and passion to teach tennis to students who want to participate.

Golf: Coached by Abel Galvan – Coach Galvan has coached for many years and has personal experience playing and coaching golf.

WINTER

Basketball – Prashant Joseph – Coach Joseph has experience coaching Jr. High and High School Basketball and also has Physical Education experience.

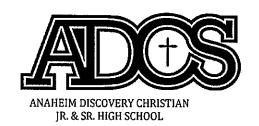
Soccer – Victor Chayasirisobhon – Coach Chayasirisobhon played college soccer and has many years of coaching experience in this sport.

SPRING

Golf - Abel Galvan - See description above...

Tennis – Joe Lam – See description above...

Track and Field – Vince Nimnual – Coach Nimual has years of athletic and coaching experience and has a strong desire for students to participate in Track and Field.



To whom it may concern,

In 1991, I had the pleasure of joining the soccer team at Whitney High School in Cerritos, California and playing in CIF. It was an awesome experience as I worked my way up on the team from junior varsity as a freshman to the captain of the varsity team as a senior. I enjoyed the long rides on the bus and the camaraderie it built between players and coaches through wins and losses. I appreciated how we got to travel all over southern California to schools next door like Cerritos High School, to Brentwood High School in LA, and even to play games on icy fields in Lancaster. It was awesome to go to playoffs and compete against the best schools in our league. It was great to experience the joy of victory and the sting of defeat. I enjoyed it so much that after I graduated and went to UC Irvine, I came back to coach the junior varsity team at my school. I didn't want to let it go and now we have the privilege of applying so that my students can experience what I experienced.

Our school is applying to join CIF so that my students can experience what I experienced when I played in CIF. I learned teamwork, humility through losing, confidence through winning, leadership, and brotherhood. I want them to compete against the best players and perhaps even see their names in the newspaper after playing hard. I want to build a good reputation for our school amongst the greatest of schools. There is no better league in our state than CIF and I want to try to build a good reputation for our players and school there. CIF helped me as a high school student to expand my world because I got to travel to other schools. Otherwise, I would have just had my nose in a book and that is all my parents would let me do. Playing in the league kept me out of trouble, it kept me focused on a goal and for the 70% international students that we have at our school we want them to experience that too. Lastly, I want to join CIF because I want to repay the league for what it did for me. Our school has many international students, which brings athletes from around the world to compete in your league. Their experiences there will speak to the world as to how CIF remains the gold standard.

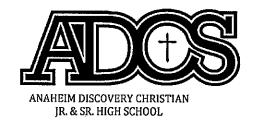
Thank you for considering our application. We appreciate your time and energy.

Sincerely,

Rev. Dr. Victor Chayasirisobhon

Principal

Anaheim Discovery Christian School



To whom it may concern,

My name is Abel Galvan, the Athletic Director for Anaheim Discovery Christian School. I have always had a desire to see young people participate in sports. As a former athlete, I consider myself having been coached by wonderful men and women who have helped shaped me for athletics and for life.

I am confident that our athletic department will help shape our students to work hard towards achieving their goals and encourage teamwork, focus, diligence, passion and physical fitness. As an Athletic Director, I have played sports all my life, specifically high school and college baseball. For several years, I have coached individual athletes to enhance their skills. I have many years of coaching and teaching physical education and sports, such as baseball, basketball and football, on the junior high and high school levels.

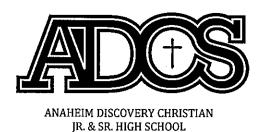
I love to see young people thrive in the sports they enjoy playing and am looking forward to working with the men and women of our school cultivating and developing our bright young athletes.

I am very excited in the upcoming year and I hope that Anaheim Discovery Christian School will be considered to participate in CIF.

Sincerely,

Abel Galvan Athletic Director

Anaheim Discovery Christian School



Graduation Requirements:

- English Four (4) years forty (40) units
 - Mathematics Four (4) years forty (40) units
 - Social Studies /Science Two and a half (2 ½) years twenty-five (25) units
 - Science Three (3) years thirty (30) units
 - Foreign Language Two (2) years twenty (20) units
 - Visual and Performing Arts Two (2) years twenty (2) units
 - Physical Education Four (4) years forty (40) units
 - Electives Four (4) years forty (40) units
 - Health One (1) Semester five (5) units

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Private School Affidavit Confirmation 2014-15

(covers the period October 1, 2014 through September 30, 2015)

Thank you for submitting your Private School Affidavit online. This is your Private School Affidavit Confirmation. Please print this page, and maintain a hardcopy for a period of three years. Do NOT mail a copy to the California Department of Education.

*	Form Submitted:	2/24/2015 1:29:39 PM
	Confirmation:	166439
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A COLUMN TO THE PARTY OF THE PA	
From Education Code Section 48222:	Yes
This is " a private full-timeschool	
[that]offer[s] instruction in the	
several branches of study required to	•
be taught in public schools of the	
state,[that offers this] instructionin	
English [, and that keeps]attendance	
[records]" *	

School Information

1. Name of School	Anaheim Discovery Christian Jr./Sr. High
2. CDE-assigned 14 digit CDS code if one was previously assigned	30664316136816
3. County in which school is located	Orange
Public school district in which school is located	Anaheim Union High
5. Street Address (P.O. Box is not acceptable	1275 East Broadway Street
6. City	Anaheim, CA 92805 -
7. School Telephone Number	714-535-2535
8. Optional School Fax Number	714-774-2966
9. School E-mail Address	myadcs@outlook.com
10. Optional School E-mail Address	pstrvictor@hotmail.com
11. Optional School Web Site Address	www.myadcs.com
12. Mailing Address (only if different	·

http://www3.cde.ca.gov/psa/submit_form.asp

from #5 above)	
13: Mailing City (only if #12 has response)	-
14. Type of School	Coeducational
15. School Accommodations	Day Only
16. Does the school provide special education services?	No
17. Grade Span offered	Lowest: 7 Highest: 12
18. High School Diploma Offered	Yes
19. Classification of school	Religious (Code:NA)

Prior Year School Information

20. Has this school ever filed a Private School Affidavit under a different school name?	No ·
21. Former name of school (if "Yes" answered to previous question)	
22. Has this school changed public school districts?	No
23. Former public school district (if "Yes" answered to previous question)	

Statistical Information

24. Range of students' ages * (Youngest may be no younger than 4 years and 9 months)	Youngest: 11 years, 0 Oldest: 20	months	
25. Enrollment on a single date	Grade	Number of Pupils	
between October 1-15, 2014. If school was not operating during this	Kindergarten	0	
period, enter enrollment on a single	First Grade	0	
date during current month. *	Second Grade	0	
(NOTE: Do not report pre-school	Third Grade	0	
enrollment; pre-schools that do not	Fourth Grade	0	
offer kindergarten should not file this	Fifth Grade	0	
PSA.)	Sixth Grade	0	
	Seventh Grade	11	
	Eighth Grade	12	
	Ninth Grade	40	
	Tenth Grade	45	
	Eleventh Grade	80	
	Twelfth Grade	51	
	Ungraded Elementary	0	
	Ungraded Secondary	0	
	Total Enrollment	239	
26. Number of Twelfth Grade Graduates in 2013-2014 School Year	26		

http://www3.cde.ca.gov/psa/submit_form.asp

27. Number of School Staff	Staff Type	Number of Staff
	Full-time Teachers	12
	Part-time Teachers	5
	Administrators	3
	Other Staff	6
	"Other Staff" include	es instructional aides, therapists, secretaries, etc.

Administrative Staff

28. Site Administrator	Rev. Victor Chayasirisobhon
29. Site Administrator Title	Principal
30. Site Administrator E-mail Address	pstrvictor@hotmail.com
31. Director or Principal Officer Name	Rev. Victor Chayasirisobhon
32. Director or Principal Officer Position	Principal
33. Director or Principal Officer Address	1275 E Broadway St.
34. Director or Principal Officer City	Anaheim, CA 92805 -
35. Director or Principal Officer E-mail Address	pstrvictor@hotmail.com

School Records

The person named as Custodian of Records below maintains attendance records required by EC Section 48222 and the records of courses of study, names, addresses, and educational qualifications of the faculty, as required by subdivisions (f) (2) and (3) of EC Section 33190. Such records are true and accurate and are accessible at the place or through the person listed here.

Mrs. Winona Harp	· · · · · · · · · · · · · · · · · · ·
1275 E Broadway St.	
Anaheim, CA 92805 -	
wmharp2009@gmail.com	
_	1275 E Broadway St.

Tax Status of School

- 40. Tax-exempt, nonprofit status under Section 501(c)(3) of the 1954 U.S. Internal Revenue Code YES
- 41. Tax-exempt, nonprofit status under Section 23701d of the California Revenue and Taxation Code NO
- 42. Property tax exemption under Section 214 of the California Revenue and Taxation Code NO
- 43. None of the above NO

Acknowledgements and Statutory Notices

"YES" indicates your understanding of the statement and your school's compliance.

- 44.YES All Private School Affidavits are public documents viewable by the public.
- 45.YES The Private School Affidavit must be filed by persons, firms, associations, partnerships, or corporations offering or

http://www3.cde.ca.gov/psa/submit_form.asp

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- conducting full-time day school at the elementary or high school level for students between the ages of six and eighteen years of age.
- 46.YES Preschools should contact the Community Care Licensing Division (CCLD) of the California Department of Social Services. Contact CCLD at 916-229-4530 or contact a regional office.
- 47.YES The Affidavit is not a license or authorization to operate a private school.
- 48.YES The Private School Affidavit does not indicate approval, recognition, or endorsement by the state. Filing of this Affidavit shall not be interpreted to mean, and it shall be unlawful for any school to expressly or impliedly represent by any means whatsoever, that the State of California, the Superintendent of Public Instruction, the State Board of Education, the CDE, or any division or bureau of the Department, or any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or course unless this is an actual fact (see <u>EC Section 33190</u>).
- 49.YES Private school authorities are responsible for initiating contact with the appropriate local authorities (city and/or county) regarding compliance with ordinances governing health, safety and fire standards, business licensing, and zoning requirements applicable to private schools.
- 50.YES When a school ceases operation, every effort should be made to give a copy of pupils' permanent records to parents or guardians. If records cannot be given to the parents or guardians, it is recommended that the school's custodian of records retain the records permanently so that former pupils may obtain copies when needed for future education, employment, or other purposes.
- 51.YES Retain a copy of this document for a period of three years.
- 52.YES Filing a Private School Affidavit is not equivalent to obtaining accreditation. A Private School Affidavit does not signify that any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or courses offered by the school.
- 53.YES A private school shall not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to EC Section 44237. This school is in compliance with <u>EC Section 44237</u> to the extent that it applies.
- 54.YES The students enrolled in this private school and included in the school's enrollment total are full-time students in this school and are not enrolled in any other public or private elementary or secondary school on a full-time basis.

Electronic Signature

By submitting this form and the electronic signature attached hereto, I declare under penalty of perjury and the laws of the State of California that I am the owner or other head of the school, and the information contained herein is true, accurate, and complete.

Name of owner or other head of schoo	l Victor Chayasirisobhon
Title	Principal
Telephone Number	714-535-2535
Electronic Signature - Birth Month	***** Not displayed for security purposes
Electronic Signature - Birthday	***** Not displayed for security purposes
Electronic Signature - Question	What is your favorite sport?
Electronic Signature - Answer	***** Not displayed for security purposes

Form Submitted:	2/24/2015 1:29:39 PM
Confirmation:	166439
Page Generated:	2/24/2015 1:29:39 PM

Confirmation message sent to myadcs@outlook.com.

Confirmation message sent to wmharp2009@gmail.com.

Confirmation message sent (CC) to pstrvictor@hotmail.com.

Confirmation message sent (CC) to pstrvictor@hotmail.com.

http://www3.cde.ca.gov/psa/submit_form.asp

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CIF Southern Section Application for Membership 2015-16 School Year ALL INFORMATION MUST BE TYPED

Name of School ICA-University Careers and Sports Academy
Street Address 11083 Hesperia Road
City and Zip Code Hesperia CA, 92345
School Telephone 760-780-8682 Athletic Telephone 760-780-8682 Fax n/a
School Website http://www.helendalesd.org
Type of School (Check where applicable)
Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 10th 11th 12th
Total Number of Current Year Students est. ~70
Anticipated Future Enrollment 3 Years Hence ~150 5 Years Hence ~250
New Public High Schools under Construction – Planned Opening Date August 2015
Charter Schools Only - Chartering District/Institution Helendale School District Helendale School District
Athletic Program Goals and Objectives
Strive for excellence in athletics by requiring student athletes to be men and women of upright character.
Athletics provides a teaching arena that is often indispensable in the physical and mental development of young men and women.
Athletic Administration Name of Principal Michael Hayhurst Principal's email mhayhurst@helendalesd.com
Name of Athletic Director George Neos Athletic Director's email gtneos@gmail.com
Traine of Administrations Traineds Brooks & vinas
Accreditation / / / / / / / / / / / / / / / / / / /
In process - had initial WASC visit Name and Address of Accrediting Organization

Revised June 2014

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Sport	Practice Facility	Game Site and Location
Football	on campus field	games will be scheduled away
Volleyball	on campus court	games will be scheduled away
Boys Basketball	on campus court	games will be scheduled away
Girls Baskeball	on campus court	games will be scheduled away
Baseball	on campus field	games will be scheduled away
Softball	on campus field	games will be scheduled away
		

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country Field Hockey			Winter	Basketball Soccer	✓	
	Football	\checkmark	 1		Water Polo		
	Golf Tennis				Wrestling	<u> </u>	
	Volleyball		✓				
Spring	Water Polo						
~	Badminton Baseball						
	Golf						
	Gymnastics Lacrosse						
	Softball						
	Swimming						
	Tennis Track & Field						
	Volleyball			N II I 1888 I I 1886 I I I I I I I I I I I I I I I I I I	Collection to the Collection of the Collection o	llet v. Haladidilinanika adalah attal	010

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- 1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- 3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Revised June 2014

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting macopy submissions will not be accepted. Administrator of School (Superintendent/F			to Sharon Hodge at s	
ICA-University Careers and Sp	orts Academ	ny Hece	NDALE SCH	toon DISTRICT
Name of School			District Board	
April 27th, 2015		April 2	27th, 2015	
Date		Date		
**********	*****	******	*******	********
CIF Southern Section Executive Commi	ittee Review and	Approval Status		
Date	Approved	Probationary	Full, Restricted	Full, Unrestricted
	Denied	Aı	rea Placement	· · · · · · · · · · · · · · · · · · ·
Commissioner of Athletics				

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<u>Item 1:</u>

The ICA-University Careers and Sports Academy is a new school site, opening in the fall of 2015. Therefore, there is no previous October State of California Department of Education affidavit form [CBED].

Item 2: Principal Vitae

Michael R. Hayhurst, Director

(760) 952-1760

EDUCATION

Master of Arts, Teaching, Chapman University Bachelor of Arts, Social Science, Chapman University Associate in Science, Allied Health, Barstow College

CREDENTIALS/CERTIFICATES

Preliminary Administrative Services Credential Professional Clear Multiple Subject Teaching Credential with CLAD Emphasis

EXPERIENCE

2013-present: Helendale School District

As the Director of Pupil Services, I serve as a member of the Superintendent's cabinet and I am responsible for Special Education Services, School Attendance and Review, and administration of Independence Charter Academy.

2009 - 2012: Excelsior Charter Schools

During my tenure with Excelsior Charter Schools I served as a Campus Director for one year at which time I was selected as the Superintendent. I reported directly to the Board of Trustees and was responsible for the supervision of three Assistant Superintendents and the overall operation of the organization. I led a team of dedicated staff by promoting a collaborative environment through our ongoing cycle of quality improvement and our dedication to achieving the second generation of the Effective Schools Correlates. During my term as Superintendent, Excelsior Charter Schools' enrollment increased steadily, our API score constantly improved and we were recognized as one of America's Best High Schools by U.S. News & World Report.

2008 - 2009: John Muir Charter School

I worked as a general education teacher at this alternative charter high school where the primary mission was credit recovery and CAHSEE preparation for a diverse population of students 16 to 24 years old.

2007 – 2008: Chapman University

I served as the Education Program Manager at Chapman University's Victor Valley Campus. I was responsible for creating the master schedule for all of the graduate programs in the field of education, hiring adjunct faculty, and serving as the academic advisor to students in teacher credentialing programs and the Master of Arts in Teaching programs.

1999 – 2007: Barstow Unified School District

I taught 4th grade for two years at Henderson School and then transferred to Hinkley School where I taught middle school social studies, P.E., and computer technology for six years. During my tenure at Hinkley School, I served as Technology Lead and also Middle School Chair which is a department head position wherein I often served as acting principal.

1987 – 1999: Barstow Police Department

During my twelve years of service with the Barstow Police Department, I worked as a patrol officer, canine handler, investigator, and watch commander before being promoted to the rank of Sergeant in 1996. As a Sergeant, I was assigned to Police Administration where I was responsible for all pre-employment background investigations, professional development, policies & procedures, and internal affairs including citizen complaints and dispute resolution. I became qualified in state and federal court as an expert witness in criminal street gangs and drug influence recognition.

1985 – 1987: Barstow Community Hospital

As a Certified Radiologic Technologist, I performed routine and special diagnostic radiographic examinations on patients. I was responsible for operating various diagnostic x-ray machines and Computerized Axial Tomography scanners.

1980 – 1984: United States Army

I served on active duty for four years as an x-ray technician. I performed routine and special diagnostic radiographic examinations on patients. I was responsible for operating various diagnostic x-ray machines. I achieved the rank of E-5.

RELATED ACTIVITIES

CPR/First Aid Instructor, American Red Cross PTA President, Henderson School 1997-1998 Merit Badge Counselor, Boy Scouts of America, 1993-2005 Police Explorer Advisor, Barstow Police Department, 1993-1995

HONORS

2006 Teacher of the Year: Hinkley Elementary/Middle School 1994 Barstow Police Department Officer of the Year 1993 Barstow Police Department Officer of the Year

PROFESSIONAL ORGANIZATIONS

Association of California School Administrators

REFERENCES

R. Swearingen, Superintendent
Helendale School District
P.O. Box 249
Helendale, CA 92342
Helendale, CA 92342
San Bernardino, CA 92410
(760) 952-1180

M. Sumpter, Ret. Superintendent
S.B. County Board of Education
Excelsior Barstow Campus
2151 W. Main Street
Barstow, CA 92311
760-255-2764

Athletic Director Vitae

George Neos, Athletic Director, Teacher

(760) 780-8682

EDUCATION

Master of Arts, Columbia University Teachers College, New York, NY Bachelor of Arts, Dartmouth College, Hanover, NH

EXPERIENCE

Present: ICA-UCSA
Athletic Director, Teacher

2010-2015: Excelsior Public Charter School

Offensive Coordinator 2014, Defensive Coordinator 2010-2013. Coached Excelsior Football to three CIF-SS Championship appearances, and one CIF-SS Championship victory in 2012.

1997-2008: Lighthouse Christian Academy, Santa Monica, CA.

1998 - 2008: High School Principal 1998 - 2004: Boys Athletic Director

1997- 1998: Head Coach-Varsity Boys Basketball Coach

1997-2008: Head Coach-Varsity Football.

CIF Coach of the Year-1997 Div. VA; Nominated Coach of the Year 2004, 2005, and 2007

1995- 1997: Columbia University Football, New York, NY

Varsity Defensive Line Coach. Assistant to the 1996 NCAA Coach of the Year for Div. I AA. Assisted in development of weekly game plans, and film evaluation. Actively recruited West Coast, Mid-West, and North East U.S. Instructed Co-ed Strength and Conditioning Classes for undergraduate and graduate students.

1994: Dartmouth College Football

Outside Linebacker Coach

1989-1993: Student-Athlete, Dartmouth College, Hanover, NH

Captain of the 1992 Ivy League Championship Football Team. 1993 Unanimous First Team All-Ivy. 1992 Unanimous First Team All-Ivy, Honorable Mention All New England.

REFERENCES

R. Swearingen, Superintendent M. Hayhurst, Director ICA
Helendale School District Helendal School District Excelsior FB Coach
P.O. Box 249 P.O. Box 249 Varsity Head Coach
Helendale, CA 92342 Helendale, CA 92342 Victorville, CA 92311
(760) 952-1180 (760) 952-1760 760-221-5854

Item 3: Coaching Staff Names and Qualifications

Football-George Neos

See Athletic Director Vitae

Volleyball- Bethany Neos

Lighthouse Christian School

Volleyball Coach [Junior High] 2006-2008

Santa Monica College Volleyball 1997-1998

Coaches Award recipient 1998 Most Improved player Award 1998

Lighthouse Christian Academy

Pioneered Girls Volleyball program in 1995

Captain Girls Volleyball 1996 Captain Girls Basketball 1996-1997

Boys Basketball-George Neos

See Athletic Director Vitae

Girls Basketball-Sue Dickinson

Assistant Coach Public Safety Academy Girls

Basketball and Softball 2007-2010

Assistant Coach Spring Valley Lake Girls Softball

2004-2005

Assistant Coach Mojave Vista Elementary Girls

Basketball 2000-2003

Baseball-George Neos

See Athletic Director Vitae

Softball- Sue Dickinson

Assistant Coach Public Safety Academy Girls

Basketball and Softball 2007-2010

Assistant Coach Spring Valley Lake Girls Softball

2004-2005

Assistant Coach Mojave Vista Elementary Girls

Basketball 2000-2003

Item 4:

Promotional Materials

The vision and goal of ICA is to reach the underserved and high school population of Helendale School District, as well as the High Desert, based on a random public drawing that affords equal access to all and provides a nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the California State Content Standards. Credentialed teachers meet with our independent study students at least every 17 school days to plan individualized lessons and to review progress toward the students' life goals.

The ICA website provides students and their families with valuable resources to promote learning and gain information about school events and learning activities. Newly enrolled families meet with a credentialed teacher weekly for at least the first month of enrollment. These extra meetings allow the teacher to provide new parents with additional training and resources on topics such as using formal and informal assessments to drive instruction, intervention strategies, and re-teaching strategies.

Schoolwide Learner Outcomes (SLOs) are the driving force for all learning in grades K-12. In an effort to

make parents and students aware of the SLOs, they were formatted into the acronym ICA-HSD (Independence Charter Academy-Helendale School District) and address the areas of responsibility for the Innovation, Citizenship, Achievement, Health, Self-direction, and Demeanor. The SLOs are discussed and aligned with personalized plans for each independent study student at their regular meetings. ICA staff regularly reviews policies and procedures to ensure the school's purpose meets students' achievement needs during and after their educational journey in the K-12 school setting.

School Mission

Independence Charter Academy's mission is to provide a rigorous education to all students within a caring, active educational environment aligned to state standards, based on high quality, research-based teaching methods, and supported by public and private sector partnerships.

Curriculum

ICA believes that textbooks are only one component of each course. Further, the school recognizes that students learn and thrive using many different types of curriculum and methods of instruction. In the independent study setting, we believe that engaging parents and familiarizing them with the curriculum will result in larger student achievement gains.

ICA addresses the individual needs of students by providing multiple means of support and choice. The student's post-graduation plans, talents, interests, and ability level are used by the teacher, parent, and student to determine curriculum and course of study. Teachers and parents are responsible for ensuring the student is enrolled in an appropriate level of courses, as well as courses that assist the student in attaining future goals. These procedures and partnerships with guidance allow staff to facilitate academic success for a diverse student population, including those in our subgroups (e.g., economically disadvantaged). Staff collaborates with students and parents in reviewing course placement, and creating and monitoring a four-year plan.

ICA strives to provide high expectations for each student while supporting individual skill levels and needs. Teachers work with parents to select curriculum for each child. Curricular decisions are based on assessment results, standardized test results, informal assessments, learning styles assessment, and student interests.

Rigorous, California State Standards-aligned textbooks are those adopted by the Helendale School District Board of Trustees. The mapping of the curriculum is a collaborative process done by ICA staff. Remediation is an area of concern due to a lack of foundation in various areas like math fundamentals.

There is congruence between what is taught, academic standards, and our SLOs. Common assessments, student samples, and community involvement are evidence of this congruence.

Graduation Requirements

ICA has effective programs in place to monitor and ensure student completion of all graduation requirements including the state exit exams (CAHSEE). The school has a carefully monitored student support process that includes full implementation of a credit recovery program for credit deficient students.

ICA students have access to a rigorous, standards-based curriculum and a wide range of opportunities to explore real world applications, including a range of career and educational options. We provide opportunities for career exploration and pre-technical training, as well as preparing our students for college. We encourage internships driven by student interest in various vocations.

Our special education services help support all students in meeting graduation requirements including passing the CAHSEE. Special education providers write standards-based goals to ensure complete access to the general education curriculum. Goals include steps to pass the CAHSEE. Special education teachers participating in Individualized Education Plan (IEP) meetings work with the general education team to develop recovery plans for credit deficient students. Accommodations and modifications are provided when necessary to support student success.

Independence Charter Academy							
Graduation Requirements							
Content Area	lequired Credits						
English Language Arts	40						
Algebra	10						
Mathematics	20						
Biology/Life Science	10						
Earth/Physical Science	10						
Physical Education	20						
Foreign Language/VPA	10						
World Histroy	10						
U.S. History	10						
American Government	5						
Economics	5						
Internship/Service Learning	10						
Elective/CTE	60						
TOTAL	220						



CIF Southern Section Application for Membership 2015-16 School Year ALL INFORMATION MUST BE TYPED

Name of School Lycee International of	of Los Angeles
Street Address 1105 Riverside Drive)
City and Zip Code Burbank	
School Telephone 818-900-1895 Athletic Te	elephone 310-926-7668 Fax
School Website www.lilaschool.com	
Type of School (Check where applicable)	
Grades 9-12 Grades 10-12 Public	Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 3	$9 _{10^{th}} \underline{31} _{11^{th}} \underline{33} _{12^{th}} \underline{32}$
Total Number of Current Year Students 135	
Anticipated Future Enrollment 3 Years Hence 15	0 5 Years Hence 170
New Public High Schools under Construction – Plann	
Charter Schools Only - Chartering District/Institution	
Athletic Program Goals and Objectives	
Join the International league to compete against same size schools. Conduct a	program that achieves a high level of interest and support of student, faculty, alumni and community.
Develop long range plan to provide opportunity for s	success and ensure adequate resources to support the program.
Athletic Administration	
Name of Principal Anneli Harvey	Principal's email anneli.harvey@lilaschool.com
Name of Athletic Director Patrice Filin	Athletic Director's email Patrice.Filin@lilaschool.com
Accreditation WASC: 43517 Ridge Park Drive	e, Suite 100 Temecula, CA 92590-3615
Name and Address of Accrediting Organization	5, Odito 100 Terriecula, OA 92090-0010
December 2014	
Revised June 2014	1 P a g e

Facilities

Sport	Practice Facility	Game Site and Location
Soccer	Valley Park, Mountain View Park & Campus	None
Basketball	Olive and Mc Cambridge Gym	Olive and Mc Cambridge Gym
Volleyball	Olive and Mc Cambridge Gym	Olive and Mc Cambridge Gym
Cross Country	Around Campus	N/A
Tennis	Mountain View Park	N/A

Initial Participation Levels

Below is a listing of sports offered for both boys and girls within the CIF Southern Section. Please indicate what level your school will be competing, i.e. varsity (V), junior varsity (JV), freshman and sophomore (F-S).

				·	=	-	
Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fali	Cross Country Field Hockey Football Golf Tennis Volleyball Water Polo			Winter	Basketball Soccer Water Polo Wrestling	✓✓	
Spring	Badminton Baseball Golf Gymnastics Lacrosse Softball Swimming Tennis Track & Field Volleyball						210
Revised Jun	ne 2014						2 P a g e

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- 1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- 3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.

Anneli Harvey		John	Fleck	
Administrator of School (Superintendent	/Principal)	Officer (Board/Trustee Officer)	
Lycee International of Los	s Angeles	N/A		
Name of School 4/30/15	-	Name of 4/30/	District Board	
Date		Date		V. 19.
**************************************			******	*********
	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied	Aı	rea Placement	
Commissioner of Athletics				
Revised June 2014				3 Page

Secondary School Profile 2014-2015



Lycée International de Los Angeles (LILA): Our Burbank campus hosts our secondary division (6th through 12th) with an enrollment of 310 students and an academic team of over 40 teachers, of whom 90% have a teaching credential and 95% have a post-graduate degree. Many of our teachers have been trained in France and are certified by the French Ministry of Education. Our low student-teacher ratio enhances strong academic learning.

LILA is an IB World School, in addition to being accredited by the French Ministry of Education and the Western Association of Schools

and Colleges (WASC). LILA also belongs to the Agence pour l'enseignement français à l'étranger (AEFE) and Mission laïque française (MLF) networks of schools.

Mission:

Lycée International de Los Angeles (LILA) is an international, preschool through 12th-grade school committed to academic excellence in a nurturing and intimate environment that encourages personal initiative, creativity and curiosity. Students are challenged through the rigorous and well-balanced bilingual curricula of the French and International Baccalaureate institutions. Our goal is to develop confident, caring, and open-minded critical thinkers who will thrive in a diverse competitive world.



Contact Us:

Phone: 818-900 189 Fax: 818-859-73 55

<u>Address</u>: 1105 W.R Burbank, CA 91506



School Administration:

Head of School

Michael Maniska

michael.maniska@lilaschool.com

Campus Director

Anneli Harvey

anneli.harvey@lilaschool.com

Academic Director

Emmanuel Bonin

emmanuel.bonin@lilaschool.com

College Counselor/IB Coordinator

Barbara Kuhl

barbara.kuhl@lilaschool.com

Admissions Director

Juliette Lange

juliette.lange@lilaschool.com

Department Coordinator-English

Anna Robinson

anna.robinson@lilaschool.com

Department Coordinator-French & Spanish

Frédéric Grolier

frederic.grolier@lilaschool.com

Department Coordinator-Math & Sciences

Emmanuelle Acker

emmanuelle.acker@lilaschool.com

Department Coordinator-Social Sciences

Jonathon Allen

jonathon.allen@lilaschool.com

Creativity, Action, Service (CAS) Coordinator

Lloyd Barnard

llovd.barnard@lilaschool.com

Registrar/Student Information System Specialist

Muy Sun

muy.sun@lilaschool.com

Dean of Students

Mylène Bram

mylene.bram@lilaschool.com

CEEB: 051694





















1105 W. Riverside Drive, Burbank, CA 91506 www.lilaschool.com



5A9

Academic Program:

At the end of 9th grade, all students take the French National Brevet examination. The year of 10th grade is a preparatory class for either the International Baccalaureate or the French Baccalauréat program. At the end of 10th grade, students choose between one of two Baccalaureate programs for their final two years at LILA: both programs are rigorous, preuniversity courses of study that meet the needs of highly-motivated high school students. Regardless of orientation, each student takes an average of 34 class periods per week; each period is 50 minutes in length.



The International Baccalaureate (IB):

B DIPLOMA PROGRAMME

SORONCHES TO TENCHING

A CHES TO LEAST CHEATIVITY ACTION SERVICE

TIONAL-MIND

NUDIES IN LANGU AND LITERATURE

LHOW! EDGE

The International Baccalaureate is a comprehensive two-year curriculum which promotes student-autonomy, independent research and a rich, post-modern educational environment. Consequently, the Diploma model is based on the pattern of no single country but incorporates the best elements of several. In short, it is designed as a microcosmic version of a university degree program.

The Diploma Program is displayed in the shape of a globe with six academic areas surrounding a core of diploma requirements. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

In addition to these six areas, the IB also requires three additional

 The Extended Essay (EE): students conduct independent original research and write a 4,000-word essay.

· Theory of Knowledge (TOK): students are encouraged to consider how they know what they know and to develop habits of reflection which they bring to each subject, resulting in a deeper intellectual experience.

· Creativity, Action, Service (CAS): awakens students to a more compassionate and active citizenship through at least 150 hours of extracurricular activities.

At LILA, the following IB courses are offered at Higher Level (HL) or Standard Level (SL);

English A Literature, French A Language and Literature, French B Language Acquisition, French Ab Initio, History, Biology, Chemistry, Physics, Mathematics, Visual Arts, Spanish Language, Economics, Business & Management, Philosophy, Psychology, Film, ITGS, Music

The French Baccalauréat:

LILA offers three sections of the Baccalauréat Général: S, ES, and L. The following courses are offered: French, Mathematics, Physics/Chemistry, Biology, Philosophy, History/Geography, Economics and Social Sciences, two Modern Foreign Languages, and Physical Education. Each section differs in two main areas: the additional subjects students may take depend on the specialty of each section and the weight attributed to these subjects (core and specialized) varies according to the section. Thus, Mathematics carries a weight of 5 in section ES, but carries a weight of 7 (or 9) in section S. Similarly, History/Geography carries a weight of 5 in section ES, but only 4 in section L and 3 in section S.

The Scientific Section (S)

The scientific section aims to develop both the apprenticeship of fundamental scientific knowledge and the conscience of the future citizen. This is possible thanks to an implementation of a thinking process engaged in a situation of research through a practical approach: use of appropriate techniques of observation. analysis, description, report writing, execution of experimental protocols, analysis and evaluation of the results.

For each of the following subjects, the number in parenthesis indicates the weight of the class. The number of teaching hours for each subject in the French Baccalauréat is dependent upon this weight.

- Mathematics (7) (+2)*
- Physics/Chemistry (6) (+2)*
 Biology (6) (+2)*

The Economics and Social Sciences Section (ES)

This section is multidisciplinary in nature, integrating the socio-economic environment to contemporary issues, within a historical, geographical, mathematical, linguistic and cultural context. Its objective is to develop the knowledge and comprehension of the economies and societies of our time, thus helping students become responsible citizens while developing their critical thinking skills and curiosity. For each of the following subjects, the number in parenthesis indicates the weight of the class. The number of teaching hours for each subject in the French Baccalauréat is dependent upon this weight.

- Economics and Social Sciences (7) (+2)*
- Mathematics (5) (+2)*
- History (5)

*Indicates the weight added when chosen by students as a specialization. Students must choose at least 1 subject to specialize in.

The Philosophy, Language, and Literature Section (L)

This section integrates human sciences, literature, and languages without leaving aside the scientific field. Its multidisciplinary aspect aims to develop and promote critical thinking, curiosity, and a deep knowledge of authors and philosophers while supporting students on their path to multiculturalism.

For each of the following subjects, the number in parenthesis indicates the weight of the class. The number of teaching hours for each subject in the French Baccalauréat is dependent upon this weight.

- French Literature (9)
- Philosophy (7)English (4)

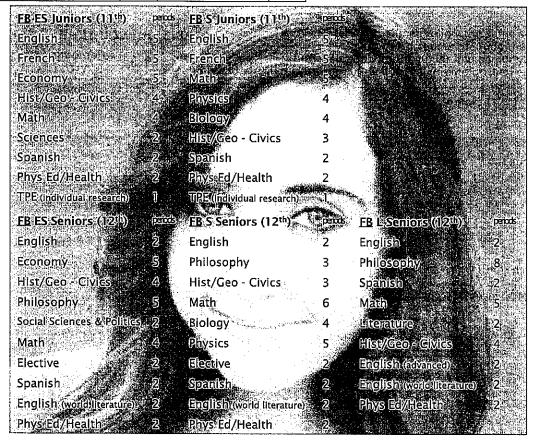
- Spanish (4) - History (4)

LILA Students take the following classes:

LILA Stadents take the following classes.								
Freshmen (9 th)	periods	FB Sophomores (10 th)	periods	International Sophomores (10 th)	periods			
Math	5	Math	5	French	5			
French	5	French	5	English	5			
English	5	English	5	Math	5			
Hist/Geo	4	Spanish	3	US History	4			
Spanish	3	Hist/Geo	3	Physics	4			
PE	3	Physics	3	Spanish	3			
Tech & Skills	2	US History	2	PE	2			
Physics	2	Exploratory Science	2	Biology	1.5			
Biology	1.5	PE	2	Art	1.5			
US Govt	1.5	Economics	1.5	Chemistry	1.5			
Homeroom	ī	Biology	1.5	Literature in performance	1.5			
Art	1	Cinema	1					
Music]							

Note: All freshmen follow the same schedule before they select which course of study they will pursue for their sophomore, junior and senior years, either the International Baccalaureate or the French Baccalauréat.

IB Juniors (13th) and Seniors (12th) Group 12 English A - Literature HL/SL 4.5 French Asstanguage and Literature Group 2 HL/SL: French B Language 4.5
French/As-alanguage and Literature
French As Language and Literature
Group 2 HL/SL, French B Language 4.5 Acquisition French Ab Initio Group 3 History HL/SL 4.5
Group 4 Biology HL/SL; Physics HL/SL 4.5
Group 5 Mathematics HL/SL or 4.5
Elective (currently Chemistry, 1TGS, Group 6: Spanish, Visual Arts, Film, Philosophy, Psychology, Economics, Music, Business & Management)
Theory of Knowledge 2
150 hours CAS



GPA & Exam Results

LILA's GPA is calculated out of 4.3 and students are given weight for honors, higher level IB and certain FB courses.

IB	Students Presenting Full Diploma	Diplomas Awarded
2014	19	16
2013	7	7
2012	8	7
2011	7	7
2010	10	9

FB	Students Presenting	Diplomas Awarded	w/ Honorable Mention
2014	6	6	5
2013	6	6	5
2012	7	7	6
2011	9	9	8
2010	12	10	7

Brevet	Students Presenting	Diplomas Awarded	w/Honorable Mention
2014	29	29	5
2013	29	28	6
2012	20	20	8
2011	33	33	7
2010	25	25	2

College Acceptances

Academy of Art American University American University of Paris Arizona State University Art Center College of Design Ateliers de Sèvres Azusa Pacific University Bard College Barnard College Boston College **Boston University** Brandeis University **Brown University** Cal Lutheran Cal Poly Pomona Cal Poly San Luis Obispo Cal State University [Chico, East Bay, Fullerton, Long Beach, Los Angeles, Monterey Bay, Northridge, Sacramento, San Diego, San Francisco]

CalArts Carnegie Mellon University Central Saint Martins Chapman University Claremont McKenna Colorado State Columbia University/Sciences Po Concordia University (Canada)

Cornell University Dartmouth College Drew University Drexel University Duquesne University (PA) École Supérieure d'Architecture

Emerson College Emory University Eugene Lang College



Evergreen State University Fordham University George Washington University Georgetown University Harvey Mudd College Humboldt State University Hunter College King's College

Lewis & Clark College Loyola Marymount University Manhattan Marymount McGill University Middlebury College Mills College Mount St. Mary's New York University Northeastern University Norwich University Occidental Collegé

Otis College of Art & Design

Oxford University Pace University Paris BTS

Parsons New School of Design Pepperdine University

Pierce College Pitzer College Prépa - Art Prépa - Médecine Prépa France Princeton University Queens University Reed College

Rensselaer Polytechnic Institute Richmond International American Univ.

Roger & Williams Saint Vincent College Santa Clara University Sarah Lawrence College School of Art Institute Chicago Sci-Arts Sciences Po (Reims) Scripps College Skidmore College Smith College Stanford University Syracuse University Tufts University



Tulane University UMass Boston Université de Montréal Université de Nantes (France) University Jean Moulin Lyon 3 University of Arizona University of California [Berkeley, Davis, Irvine, Los Angeles, Merced, San Diego, Santa Barbara, Santa Cruz] University of Chicago University of Colorado - Boulder University of Connecticut University of Edinburgh University of Glasgow University of Illinois - Urbana-Champaign University of Kent University of La Verne University of Miami University of Michigan University of Newcastle University of North Carolina - Chapel Hill & School of the Arts University of Oregon
University of Oxford (UK) University of Paris-Sorbonne (Paris IV) University of Portland University of Puget Sound University of Redlands University of San Diego University of San Francisco University of Southern California University of Southern Utah University of York (UK) UPenn Vassar Washington University

Some sports currently offered at LILA include:

- Girls' Volleyball Member of the Southern California Volleyball Association (SCVA) and YMCA.
- Basketball Member of HOLA League; ARC Hoop League; Highland Park; LA Clippers; LA Lakers.
- · Cross Country (coed, 6th-12th) Member of USATF.
- · Track and Field (coed, 6th-8th) Member of USATF.
- Soccer (boys) is available for 6th-12th grades. Member of West Valley Soccer League and futsal

Wellesley College

Woodbury University

- · Tennis is available to all secondary students with competition occurring through local tournaments.
- Futsal is available to boys in 6th-12th grades.

Extracurricular Activities

LILA prides itself on offering more than a rigorous academic program. To fulfill the goal to educate and develop the whole person, LILA offers enriching extracurricular activities and internship opportunities for high school students. These activities have included:

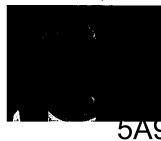
- Model United Nations
- . Costa Rica 2010, 2014
- · Montreal Exchange Program
- French Exchange
- Ecole du Soleil
- · Sports Camps
- . 10th Grade Ottawa Trip
- · Rome, Italy Semester Exchange
- · 11th/12th Grade Madrid, Spain
- International School Olympics
- · Persian Club
- Fencing
- Chess Club
- Writing Club

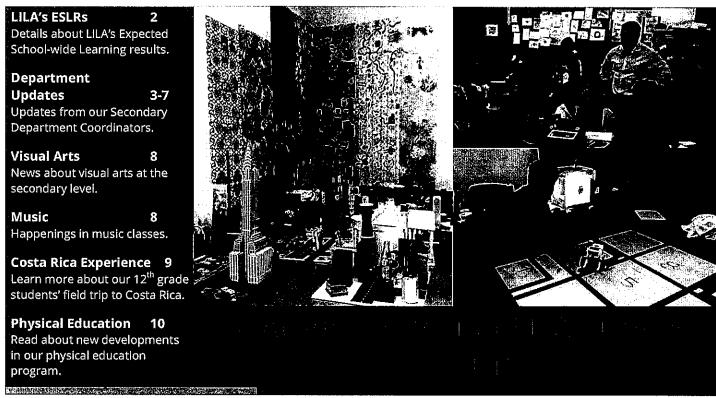
- - Drama Club
 - Dance Show
 - Glee Club
 - · Yoga
 - · Red Cross Club
 - Band
 - · 10th Grade Boston Trip

Community Service

All juniors and seniors complete 150 hours of CAS (Creativity, Action, Service). Some of the programs that our students have joined include:

- Fred Jordan Mission (Downtown LA)
- Let's Give!!! LILA Mentors
- · Polling Station
- · Town Hall Meetings
- · Haitian Relief
- Project Angel Tree Charity Dance Show
- Foot Pour Tous
- Beach Clean Up Divine Design
- Something Good
- Movember
- TreePeople





Dear LILA community,

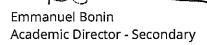
I look forward to a great year on our beautiful Burbank campus. Please receive my best wishes for 2015.

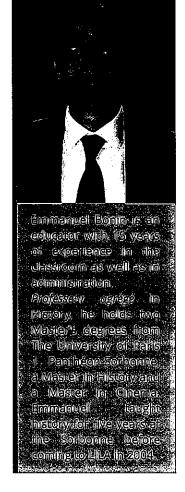
A recent show of hands during our new Head of School's lunch with 12th graders revealed that more than half of our current graduating class is composed of LILA lifers, students who have lived their whole school trajectory at LILA and spent up to 14 years on our campuses. They embody the true bilingual experience, and while we are proud of their upcoming success, we always strive to improve this experience LILA-wide.

The school is currently in the process of opening a path to the *DNBI* (*Diplôme National du Brevet mention Internationale*), a French credential that perfectly fits the needs of our bilingual and bicultural student body. The *DNBI* puts a strong emphasis on literature in English, and mandates History and Geography be taught in English for half of the instruction time. In their respective articles in this issue, our department coordinators reflect on the impact of *DNBI* in our student learning.

In Secondary this year we are implementing many new initiatives, including but not limited to: increasing the number of English Language Arts hours in middle school in order to meet the requirements of the *DNBI*, instituting co-teaching hours in French and English, offering an hour of US Math support, and making our 10th grade International truly preparatory to the IB, with 72% of classes taught in English. All of this will help students meet and exceed our standards.

I wish you a good read, and remain available, along with our academic team, to answer any questions you may have.





LILA's Expected School-wide Learning Results (ESLRs)

Upon graduation, LILA students will be prepared to be:

Academic Achievers who:

• meet or exceed the established LILA standards in English, French, mathematics, sciences, history and other subjects

Effective Communicators who:

- use spoken and written communication in both French and English to express their ideas
- master the languages so that they can succeed academically
- listen to others, interpret and respond constructively
- demonstrate writing skills through reports, letters, essays, and creative writing assignments

Active Learners who:

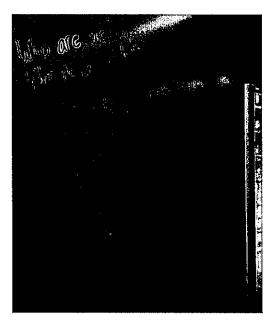
- show a positive attitude towards learning
- · use criticism in a creative and positive way
- · use new technology and computer resources
- want to learn and show curiosity
- · understand and follow directions
- · make good use of time and complete assignments
- exhibit good study and work habits that include regular attendance, punctuality and effective time management

Literate Individuals who:

- gather, process, and communicate information through reading and through written and oral expression, actively listening in both French and English
- concentrate, listen and memorize
- situate themselves in the world that surrounds them
- show interest and sensitivity for different artistic fields

Active Problem Solvers who:

- use several different types of knowledge in increasingly complex situations
- formulate questions and propose solutions taken from observation, measurement, and data comparison
- · transfer learned skills to new situations



Productive Individuals who:

- are able to work individually and in groups
- know how to structure and present their work
- can work autonomously towards goals they have set
- demonstrate self-confidence and initiative

Involved Citizens who:

- develop a sense of human values such as democracy, respect for others, justice, etc.
- respect others and understand different cultural values
- use cultural differences to enrich personal development
- show self-esteem, are conscious of their rights and responsibilities
- · exhibit good manners
- appreciate working for others
- have a feel for their role as human beings and as citizens of the world

Meet our Coordinators!

LILA secondary has four academic department coordinators. They are educators whose teaching hours have been reduced so they can enhance our curriculum, coordinate our teachers' efforts, and work on special projects and assignments. In the next few pages, you will learn about our coordinators and get exciting undates from the departments they represent

updates from the departments they represent.

English Department Highlights

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The English Department at LILA works together to develop well-rounded students of English who can read critically, write fluently, and speak eloquently. We aim to provide students a broader worldview through literature with texts across genres, time periods, and the world. In addition to the collaborative relationship between English teachers at LILA, we also work closely with other departments to create connections between disciplines and to assist in the transfer of knowledge between French and English.

What's New in the English Department

This year marks exciting new changes in the Secondary English Department at LILA. As the school expands its curricular options to include the *Diplôme National du Brevet mention Internationale*, the middle school program now includes an extra hour of English in 6th-8th grades. This extra hour brings the total number of hours for English to six per week, allowing teachers to deliver more in-depth instruction in writing, reading, analysis, and mechanics. Teachers will be placing added emphasis on vocabulary development by examining etymology, context clues, vocabulary in the news, and other methods designed to expand students' ability to use higher level vocabulary when speaking and writing.

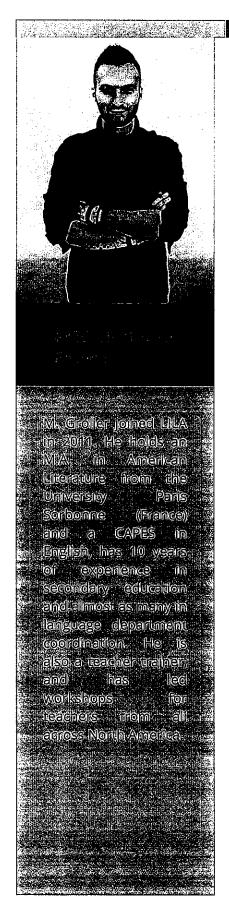
In addition to the extra hour of English, this year sees the introduction of a pilot student support program. During the week, each class in 6th and 7th grades receives two hours of support from one of the other teachers in the English Department. Having two teachers in the classroom two hours a week allows students to receive individualized attention. For those students who are seeking an extra challenge, teachers are able to support them through higher level texts and writing assignments aimed at developing their skills and encouraging them to achieve their potential. For students who need extra support in writing or reading comprehension, teachers will be able to focus instruction and target individual needs. Grade 8 is following the same model, with one hour of support. Regardless of a student's current level in English, all students benefit from having two highly qualified teachers in the classroom monitoring student progress.

In April, we will have our first English Week. This week will be a celebration of the English language and will provide an opportunity for students to showcase their talents and their creativity.



Anna Robinson English

Anna Robinson holds a B.A. in Art History from the University of Oregon and a Masters of Education in Secondary English. She had the great fortune studying abroad in Paris and traveling throughout Europe. This sparked a passion for languages and culture, and inspired her to become a teacher. She has been teaching in California and abroad for the last 14 years. In addition teaching English Literature, she has also taught English as a second language and was the educational director of a language travel program.



French and Spanish Department Highlights

Pedagogical Projects and Routines:

In the French and Spanish department, teachers work together to ensure and develop differentiation accordingly. Co-teaching in the French class has been implemented since September for 6th-8th grades. For two hours a week (one hour in 8th grade), another French teacher comes into the class to help the main French teacher support or challenge students and work with them on specific aspects of the curriculum. Teachers can form groups to work on various skills and set individual goals to reach in the deepest respect of the French curriculum. French teachers meet every Friday as a team to build strong differentiation tools.

Spanish and ESL are often taught through project-based learning. Following the steps set by the CECRL (European framework for languages), students can keep track of their improvement and are encouraged to self assess. Moreover, differentiation is at the center of such a process.

At the end of 9th grade, students take the A2 level Spanish certification, as required by the French Government for the *Diplôme national du Brevet*.

The department encourages field trips linked to the curriculum. Students go to museums, exhibitions, and attend the French film festival of Los Angeles.

The French and Spanish department organizes major events on campus which include: French week in December, an international short story competition, and a poetry day and press week (in partnership with the librarian). In 2014-2015, the department will organize a spelling contest that will involve parents and students as a conclusion to French week (before winter break).

Last but not least, French and American teachers elaborate their syllabitogether and make sure that students can transfer their skills from one subject to another by choosing common themes, novels, and grading methods.

In the French and Spanish department, we make sure to meet or exceed the established LILA standards in French. We train our students to become effective communicators and literate individuals by treating each skill with the same importance and by offering a large variety of activities and learning strategies in class and during one on one sessions (Accompagnement personnalisé, co-teaching).

Social Sciences Department Highlights

History and Geography in the DNBI Program

Within recent years, LILA has recognized the importance of its unique bilingual curriculum and has started to work more towards an official component of the French program called the *DNBI* – the *Diplôme National du Brevet mention Internationale* in 6th-9th grades. This program matches our practices as it requires the discipline of History / Geography to be taught in both English and French (two hours a week in English, two hours in French). This implementation will not only reinforce students' mastery of both languages but will also provide students with the unique opportunity to study the same subject through two different perspectives. Being able to learn the American Revolution in the English-taught History course at the same time they are studying the Enlightenment in their French-taught course enables students to make connections in both classes and facilitates the transfer of content and skills in both languages.

Departmental Meetings

The Social Science teachers convene at least twice a month to discuss the development of our curriculum and projects. These departmental meetings take place on Mondays, during school hours, and are consecrated not only to curriculum but also to field trip options, opportunities to collaborate more closely together on given topics, and to discuss the benefits of observing our colleagues. Teacher observation is emphasized in our department and several teachers sit in on other History courses on a weekly basis to witness the differences in methodology, to experience new and inventive lesson plans and activities, and to familiarize themselves with the French, American, and British ways of teaching history and geography.

Events

Given LILA's multidisciplinary emphasis, students of our Social Science courses have the opportunity to work with other subjects to combine learning experiences while completing different projects. At the 8th grade level, students research the 18th-century slave trade, read primary documents, study data, and learn the geography of the various regions implicated in this phenomenon. To reinforce their historical and geographical studies, they are reading the novel *Tamango* which highlights the journey of one African slave across the Atlantic Ocean. Combining literature with history

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and geography will solidify their knowledge, and the required oral presentation based on their research will help students acquire an important LILA ESLR, that of effective communication. Other projects include Civics and the Judicial System as 8th grade students are taken to a Los Angeles courtroom to supplement their studies; the Paris Peace Conference of post-World War One which requires IB students of both History and Theory of Knowledge to reexamine the art of political negotiation; various field trips to museums such as the Getty, LACMA, and the Museum of Tolerance; and an annual History Week in January with a specific topic and events to underscore the importance of History and Geography in students' lives with activities ranging from poetry readings, dress-up days, epic historical rap battles between students and teachers, and a school-wide exam entitled "Are You Smarter Than a 5th Grader in 1919?"



Emmanuelle Acker Math and Sciences

Mme Acker joined LILA in 2011. She holds a B.S. in Math from University of Strasbourg (France) and a CAPES in Math, has more than 15 years of experience in secondary education and teacher trainer background. She is also part of the French team who organizes workshops for mathematics teachers in North America. Proud LILA parent of two students in Los Feliz and Burbank, she lives in Studio City with her family.

Math and Science Department Highlights

Monthly Math Contest

Each month, a new riddle is posted on MyLiLA and students have a month to find the answer. All students in 6th-8th grades can play, and for each grade, the first correct answer wins a gift card and a diploma. The riddle can be in French and/or in English and is related to the math skills students should have in each grade. This is a very good way to be an active problem solver and to transfer learned skills to new situations. Eight different riddles are scheduled from October to May.

Science Week

Every year in March, LILA organizes a science week: conferences, workshops, contests, games, and activities which honor science and stimulate students' interest. All students in 6th-12th grades are involved and have the opportunity to win prizes. Last year's science week was a great success, and the upcoming third edition promises to be exciting, too.

Weekly Meetings

Science and math teachers meet on a regular basis to share new tools, harmonize their teachings, and use standardized test material and results to reflect on their pedagogical practice. This is a privileged time to share, analyze, and compare French and American math curricula.

American and French Programs

From 6th-9th grade, LILA teaches the French math curriculum. However, this year, for 6th-8th graders, one hour per week is dedicated to US math and is taught in English by North American teachers. This is a perfect way for students to learn the American math vocabulary and thus to link the French math curriculum to the American one. It is also a perfect opportunity to address some of the common core math curriculum for students and to prepare them for the Stanford test. After 9th grade, students can decide to follow either the 10th grade French curriculum in our 10FB or to follow an English math course in our 10th grade International option. Our teachers created this math course in order to facilitate entrance into the IB curriculum.

USC Partnership

Thanks to Katie Mills (USC Viterbi School of Engineering) and Dr. Isabelle Brocas (USC Department of Economics), our students have the opportunity to visit college labs and to work with real data.

Robotics Club

For the second year M. Agostini is offering a robotics club. Its goal is to introduce students to the technological challenges of the future by addressing science, technology, engineering and mathematics. Thanks to Lego robots, students will face different challenges and realize that simple trial and error is not the only solution to a problem. Mathematics and sciences can be an answer! This club is open to students from 6th-12th grade.

The International Baccalaureate Program

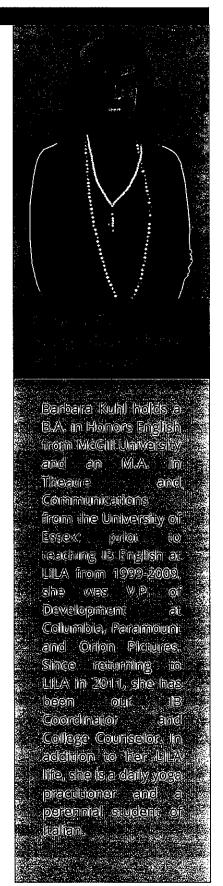
The International Baccalaureate is respected worldwide as a rigorous and stimulating pre-university program for highly motivated students. It entails a comprehensive two-year curriculum which promotes student autonomy, independent research, and a rich, interactive educational environment.

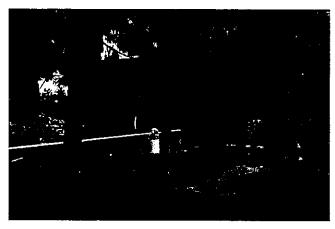
Displayed in the shape of a globe, the program has at its center the IB Learner Profile, which - with its ten aspects of inquiry, knowledge, thought, communication, ethics, open-mindedness, empathy, courage, balance and reflection – aims to develop the student as a being who will be better able to meet the challenges of both university and life in a global society. The program begins with three essential components, which become part of the journey through 11th and 12th grades. These are the Extended Essay, a Theory of Knowledge class, and 150 hours of Creativity, Action and Service. The Extended Essay is a 4000-word research essay developed over the course of two years in the favored IB subject of the student's choosing and supervised by a teacher or administrator. Theory of Knowledge is a class taken by all IB students - two hours a week in both years - which seeks to engage the student in the process of knowledge itself and enhances the student's curiosity and engagement to further seek it out. The CAS hours expand the students' consciousness of their local, national and international world by engaging them in hours that are dedicated to activities outside of their academic life - at LILA we encourage students toward community service and action related to helping others.

In a typical school week, IB students spend approximately five hours in the subject categories of Language & Literature, Language Acquisition, Individuals & Societies, Mathematics, and Sciences. At LILA, the final category of Arts may be replaced by a second science or a third language, or a choice of online IB courses in a variety of areas including psychology, business, technology, Mandarin for beginners, film, and philosophy.

In order to graduate with a full IB Diploma, students must study three subjects at Higher Level and three subjects at Standard Level, choosing the former from categories that interest them most. Students can expect to garner university credit for their Higher Level subjects if they achieve a certain grade level. With IB grading out of 7, and 6 pursued subjects, the student has the opportunity to achieve 42 points. The Extended Essay, Theory of Knowledge presentation and essay, as well as completion of CAS hours offer 3 more possible points, for a grand total of 45, and we encourage our students to pursue the highest score possible.

Since they pursue both French and English languages at the A level, language and literature, most LILA students obtain an even more valuable bilingual IB diploma.





components of artwork in 9th grade.

Teaching Visual Arts in middle and high school contributes to the development of an aware, autonomous, and responsible citizen *vis-à-vis* artistic facts. By articulating artistic practices and approaches, Visual Arts provide students useful cultural references that contribute to social life.

By experimenting and drawing conclusions from their own experiences, students learn modalities of an artistic expression in 6th grade. They shape questions about images in 7th and 8th grades, and take into account the location and space as

Similarly, in the IB program, learning is based on action and practical experience. Students' interest in art forms from a wide variety of contexts is expected. By creating, exploring, and providing analysis and critical judgment, they deepen their understanding of Visual Arts in the context of the global community.

The progression in programs of the *French Education Nationale* and in those of the IB implies a kind of common thread: the "curatorial practice." For example, the question of the artistic object and its possible displays in 6th grade leads to investigating the role of the base in sculpture. Group projects or independent works at the end of middle school initiate a reflection on how to display completed studio work. In the IB curriculum, students are free to present the product of their studies in various creative ways. Communication at this level is a key aspect of Visual Arts.

By reviewing these programs and additional cross-curricular projects, *in situ* projects with guest artists, or an IB candidate's solo show, the impact of artwork on the audience becomes an important component of Visual Arts at LILA.

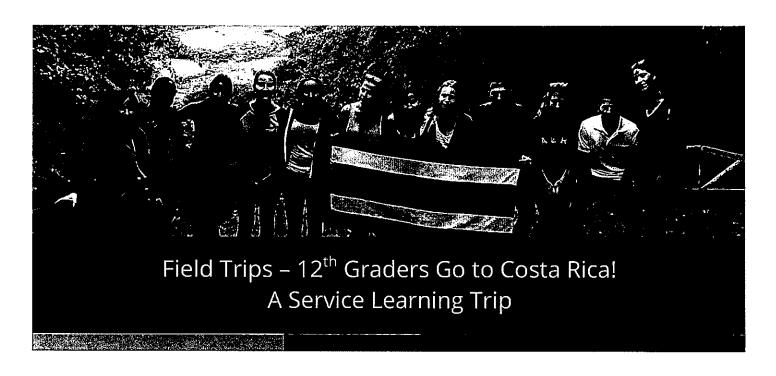
Music

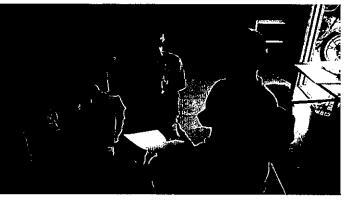
Throughout the school year, 6th-9th graders study different musical periods, various styles, and diverse musical concepts. It is essential to apply these concepts and try to render them concrete. That's why we work on various art projects during the year, including:

- Creation of a musical piece illustrating paintings with 6th grade
- Creation of a musical work illustrating movement with 7th grade
- Creation of a rhythmic piece using sounds that surround us with 8th grade
- Creation of a soundtrack for a movie scene with 9th grade
- Building a violin with 9th grade

We are also working on the development of listening music by analyzing many pieces throughout the curriculum. Finally, we take time to sing in choir to further develop auditory skills.







LILA encourages its faculty to push the learning experience beyond the classrooms' walls. Our students

have the opportunity to embark on a series of exciting day trips and overnight trips during the course of their studies. On October 2nd, our FB 12th graders and two IB Spanish higher level

students boarded a plane at LAX to spend eight amazing days in Costa Rica. Mme Hassaine, M. Rivière and M. Grolier took the students to El Humo, a small village in the rainforest, two hours away from San Jose. Students stayed with host families and experienced the "pura vida" lifestyle.

Communal work and service were the key words of this project. Helped and



supported by *Asociación VIDA*, the students painted El Humo elementary school, taught English to 3rd and 6th graders, and eventually got a chance to study the landscapes and the local economy. This one-of-a-kind project was truly life changing and our students made us really proud.

A special thank you to *Asociación VIDA* and to the teachers (especially Mme Hassaine) who made this project a success.

Physical Education: A Focus on Swimming Class

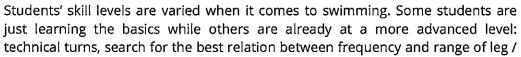
Since our move to the Burbank campus last year there has been an important restructuring of and added focus on Physical Education at LILA. The review and rewrite of the P.E. pedagogical project has put an emphasis on the importance of swimming class, taught in 6th-12th grades, starting next school year.

The values that are being conveyed through sports such as swimming are numerous, including: personal well-being, health, determination, social skills, cultural approach... and of course safety.



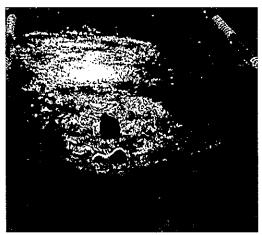
In a coastal city like Los Angeles, learning how to swim and save

yourself in the water is indispensable, and these skills are required in order to practice aquatic sports such as surfing, which is a fundamental aspect of the California lifestyle and culture.



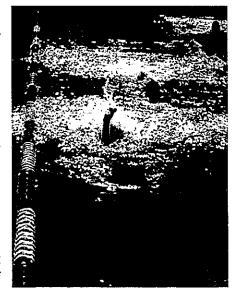
arm motion, and efficiency of undulation. Many themes are taught in swimming class under the Californian sun. The pursuit of excellence for all in P.E. becomes concrete in

the French diplomas: for both the 9th graders with the swimming test as part of the *Diplôme National du Brevet* and the 12th graders as part of the French *Baccalauréat*. Furthermore, it is possible for those seniors to



present swimming as an option in order to get bonus points for their Baccalaureate diploma.

These classes mostly take place at the Verdugo aquatic center in Burbank, a few minutes from school, thanks to a great relationship with the city of Burbank and their employees



from the Parks and Recreation branch. Once again, sports allow us to create essential links between people.

Anneli Harvey (née Mclachlan)

Address: 3116 Lake Hollywood Drive, Los Angeles, CA, 90068, USA Telephone: +1 323 798 4336 Email: annelimac@hotmail.com

PROFILE

- A senior educational consultant working at national level in the UK, shaping language teaching policy.
- An inspiring public speaker and skilled course presenter.
- Expert in pedagogical theory and practice with an emphasis on teaching and learning styles.
- · Proven skills in developing and implementing effective strategies for school improvement.
- A team player, committed to delivering world-class education to all.
- A passionate advocate for global education.
- A key world languages author for Pearson.
- · Experienced in all aspects of curriculum design, implementation and monitoring.
- An outstanding classroom practitioner and leader.

2013 to date

Secondary Campus Director, Lycée International de Los Angeles - Burbank Campus

Responsible for all aspects of campus operations and student well-being.

2001 to date

Freelance writer and consultant.

Publications

- Viva 1,2 Pearson, 2012-13. A blended course in Spanish for 11-14 year olds featuring: ActiveTeach, extra
 resources in digital form: video clips, games, presentations.
- Studio 1,2,3 Pearson, 2010-12. A blended course in French for 11-14 year olds featuring: ActiveTeach, extra resources in digital form: video clips, games, presentations.
- Atouts, AS and A level French, Pearson 2008-09. Advanced level French course.
- Mira 1,2,3,4 Pearson, 2006-09. Spanish course for 11-16 year olds. Market leader in the UK.
- Avancel 1,2,3 Hodder, 2003-04. French for the KS3 Framework.
- Quickstart, BBC Worldwide, 2003. A language course for beginning adults.
- Raising the standard addressing the needs of gifted and talented pupils, 2002. A 'New Pathfinder' for the Centre for Information on Language Teaching.
- Métro 4, Heinemann, 2001. French for GCSE.
- Advancing Oral Skills, 2001. An 'Advanced Pathfinder' for the Centre for Information on Language Teaching.
- You too can learn a language! Collins/CILT Language Learning Guide, 2001.
- Foreign Language Assistants. A guide to good practice. CILT, 2001. A 'Pathfinder'.
- Zénith, Heinemann, 2000. Advanced level French course for Heinemann.

Consultancy/CPD

- Lighthouse Professional Development, 2009-11. 'Delivering the new GCSE in World Languages' and 'Delivering the new Advanced Level Specifications in French'.
- 2001–2004, regular speaker for CILT, the Centre for Information on Language Teaching. Presentations
 include: 'Running a successful department', 'Teaching gifted and talented pupils', 'Grammar games',
 'Livening up languages'.
- 2002-04, National Strategies Foundation Subjects consultant, overseeing implementation of the National Strategy in Local Education Authorities.
- 2002-05, Specialist Schools and Academies Trust, tailor-made, in-house training.
- Training post-graduate students at Institute of Education, Goldsmiths' College and Roehampton Institute, London.

Digital projects

- Quickstart Apps, BBC Active. http://www.bbcactivequickstart.co.uk/
- Key author, MYLO, 2011. UK government project to improve motivation in language learning: www.hellomylo.com
- Senior consultant on KS3 content for <u>www.languagenut.com</u> 2011.
- Boardworks, world languages content advisor, 2009-10.
- Extra, Channel 4 TV. Developed CD-ROMs to accompany sitcom designed to teach languages.
- Launched Virtual Mentor scheme for Foreign Language Assistants for the British Council.

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1997 – 2000	Language College Leader, Elliott School, London, UK Member of Senior Management Team. Ongoing textbook writing, professional development work beyond school and involvement in policy development at national level.
	 Responsible for communication of the ethos of the Specialist School to the whole staff Planned and executed the implementation the International Dimension across the school. Managed a departmental team of twenty. Led departmental self-evaluation, responsible for performance management. Awarded 'Beacon School' status for excellence in management of languages, gained excellent Ofsted reports. Developed innovative models for teaching, offered alternative accreditation. Raised standards of achievement and quality of teaching and learning in languages. Forged links with schools abroad, set up an extensive programme of school visits. Implemented European programmes such as the Comenius scheme and Dialogue 2000 providing enrichment opportunities for pupils. Liaised with headteachers of local schools to offer language provision at primary level. Piloted Department for Education's 'Masterclass' project. Member of working party formulating the revised National Curriculum in languages. Wrote 'Meeting the needs of gifted and talented pupils' national advice for Qualifications and Curriculum Authority.
1991 - 1997	Head of Languages Department, Elliott School, London, UK. Worked as head of department whilst writing extensively.
	 Established strong departmental team with a shared vision. Diversified language provision at Elliott. Responsible for innovation in teaching and learning and sharing of best practice. Secured improved take up in languages, improved exam results and university entrance. Took responsibility for disciplinary matters. Successfully wrote bid for Specialist Language College Status, taking primary responsibility for writing the Language College development plan, and raising £100, 000 from industry. Acted as mentor for PGCE students and newly qualified teachers. Wrote courses in Spanish and German for Foundation learners. <i>Treffpunkt</i> and <i>Encuentro</i>.
1987 – 1991	Teacher of French/ Spanish/ German, Elliott School, London, UK.
	 Taught at all levels from early years to advanced learners including Oxbridge candidates. Allez-y, Heinemann, 1991, a modular French course for work.

EDUCATION & PROFESSIONAL QUALIFICATIONS

M.A., French and German (2:1) (Distinction), Somerville College, University of Oxford. (UK) Post Graduate Certificate of Education, University of London. (UK) M.A., 20th Century French Cultural Studies, (Distinction) University of Surrey. (UK)

Member of NALA, ACTFL, CLTA.

BOARD MEMBERSHIP

Lycée International de Los Angeles. 2011 - 2013 École Française de Vancouver. 2007 - 2008 Elliott School – Teacher representative. 1991 - 2001

PATRICE FILIN

1845 Vassar St, Glendale 91204 | Cell: 310-926-7668 | patricefilin@gmail.com

OBJECTIVE

Inspire and bring the core values of Athletics for each Student Athletes; Personal sacrifice, responsibility, commitment and cooperation. So they can all experience physical, emotional and physical growth.

SUMMARY OF QUALIFICATIONS

Self motivated
Strong work ethic
Energetic
Effectively work with administrators,
coaches, students and parents.

Visionary Communicator Counselor Knowledge of sports law

PROFESSIONAL EXPERIENCE

Athletics Coordinator:

2013 — Present

Lycee international of Los Angeles, CA

Provide leadership for the Athletic program and manage its daily operation.

Coordinate team rosters, scheduling of contests, officials, and transportation. Create and manage Athletic Budget and oversee the purchase, inventory of uniforms, large equipment and consumable goods.

Manage timesheets, invoice and budget software (SCO), Coaches' game reports and students' attendance, and recruit top coaches.

Counsel parents, mentor coaches, encourage students.

Completion of the NIAAA Leadership Training Course in April 2014:

Athletic Administration: Principles, Strategies and Methods, Legal Issues (Risk Management) and concepts and Strategies for Interscholastic Budgeting and finance using Excel Spreadsheets

Founder of Hollywood Soccer Academy

2008 — Present

Create and manage a year round Soccer Academy for 100 kids, 4 to 12 year olds. Director of coaching and supervise coaches for the clinics, teams and summer camps.

P.E. Teacher and Coach

2003 - 2007

The Lycée International of Los Angeles, CA

Develop and implement sport curriculum that includes awareness and learning of physical activities and sports skills, in grades K-12.

Coach soccer and basketball sports teams for elementary, Middle school and High school, inspiring students to develop the critical attitudes of sportsmanship and teamwork; as well as making physical activity a satisfying, primary routine of every day life.

Organize schedules, create stimulating exercises, and supervise the physical, mental, and emotional well being of student-athletes.

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EDUCATION

- Bachelor of Science in Economics- College of Business, James Madison University, Harrisonburg, VA (2003)
- Social and Economics Management in Human Resource (Bachelor Level in Management),
 Pantheon Sorbonne University, Paris (2001)
- University Institute of Technology Paris XII (Associate degree in Business Administration, Paris (2000)

ACTIVITIES AND AWARDS

- O Able to coach any sports.
- O Played semi professional in Los Angeles for "LE JARDIN" soccer team: 2 championships in 4 finals. (2003-2006)
- On full scholarship for James Madison a D1 Men's soccer team (2001-2003); CAA 2001 Championship, nationally ranked (21)
- O All CAA Team 2002. MVP 2003.
- O Played soccer for LEVALLOIS SC in Paris, France 2000 National semi pro Champion.
- O Played soccer for US IVRY, France-1999 National semi-pro Champion
- O Played soccer for French Military in Paris (National Service), 1999 National military Champion.
- O Played for youth elite soccer in France, Paris University Club, Paris football Club,

Esmeralda Barraza

293 N State College Blvd Apt 2067 ● Orange, CA ● Cell: 909-610-0874 ● esmeralda.barraza@lilaschool.com

Summary

Volleyball Coach experienced in assisting with day-to-day team operations, as well as sharing expert knowledge and techniques with athletes and parents. Focused on cultivating hardworking and focused athletes and teams with an emphasis on teamwork and perseverance. Vast knowledge of Volleyball rules and regulations. I have a burning desire to work with children, I would instruct and encourage students to reach their goals, assist in building their athletic skills while maintaining a healthy lifestyle by showing the value of being physically fit.

Work Experience

Volleyball Head Coach September 2012-Present Lycee International de Los Angeles, Burbank, CA

- Organize daily practices and try-outs for teams.
- Determine the best team lineup and positioning of players throughout evaluation of each players physical ability and knowledge of playing strategies.
- Transport athletes to and from games.
- Communicate with parents on a daily basis.

K-8 P.E Teacher/Asst. Athletic Director/Head of Yard Supervisors June 2008 – Present

Pinecrest Schools, Van Nuys, CA

- 5 years of extensive experience in providing Physical Education.
- Incorporated exciting games and activities, which introduced students to the world of sports and physical fitness.
- Taught Physical Ed. Lessons that strengthened balance, coordination, agility, and fine/ gross motor skills development.
- Ensuring safety of the children, utilizing cones, providing water breaks and close supervision of class.
- Effectively planned, implemented and supervised small group activities, special events and field trips for the ages of Kinder-8th grade.
- Inspection of school grounds/equipment for safe and proper maintenance use.
- Supervise staff of 8-10
- Assisted in hiring and evaluating staff.
- Discussed the dangers of violence, peer pressure and the importance of health and hygiene.
- During summer period; worked as a camp counselor/field trip coordinator.
- Developed lesson plans that taught the rules and strategies of various sports for all age groups/grade levels.
- Ability to communicate effectively with staff, students and parents.

Able to work in extreme weather conditions.

Playground Supervisor

LAUSD Civic Center, Los Angeles, CA

Feb 2000 - 2013

- Inspect grounds and equipment for safety and proper operations, and assures safe and appropriate use.
- Maintain order on the campus and checking to see that District regulations are being observed.
- · Administer First Aid in case of minor injury.
- Handle community and disciplinary problems with tact and exercise good judgment in emergency situations.
- Perform related duties as assigned.
- Open and Close facility.

Yard Supervisor

LILA, Los Angeles, CA

Sep 2005 - Aug 2008

- Monitored students during assigned playground supervision periods.
- Utilized appropriate disciplinary procedures and techniques in accordance with the school site discipline plan.
- Perform other duties as assigned or as the situation dictates within the scope of the job.
- Administer First Aid in case of minor injury.
- Filing of student applications.
- Tracked daily student attendance.
- Served as a substitute in classes when needed.

Camp Counselor

Stoner Recreation Center, West Los Angeles, CA

June 2004 - June 2008

- Provide leadership and guidance of a trail group of eight to twelve day campers.
- Participation in conducting general camp program.
- Cooperation with the entire staff in working together for the welfare of the camp and campers.
- Maintained a positive working relationship with other staff.
- Assist with the planning and coordination of each weekly schedule at day camp, including planning and leading activities for my group.
- Ride the camp bus on field trips, providing songs, games, and stories, in addition to enforcing safety precautions during the trip.

Sports Coach/Hip Hop Coach

World Fit for Kids, Los Angeles, CA

June 2000 - June 2005

- Assist in the development and implementation of sport, enrichment and physical activity projects.
- Manage a group of students within a safe and positive environment.
- Developed a good rapport with all children, offering positive motivation and support to individuals, who otherwise may not have received any from other sources.
- Coached the co-ed hip hop team (group of 20 students)
- Responsible to form and lead teams for competitions and sporting events.

COACHING EXPERIENCE

SCVA Girls Jr. High/High School Volleyball Coach	2012 - Present
SFVPSL 5-8 th Girls Basketball, Volleyball, Soccer Coach, Pinecrest Schools, Van Nuys, CA	2008 - 2012
Cheerleading Coach, Pinecrest Schools, Van Nuys, CA	2008 - 2012
Pee- Wee Basketball & Soccer Coach, Pinecrest Schools, Van Nuys, CA	2008 - 2012
Girls Jr. High Basketball, Volleyball & Softball Coach, Virgil Middle School, Los Angeles, CA	2000 -2008

Education

Los Angeles City College, Los Angeles, CA, (General Ed) Fall 1998 - 2000

Belmont High School, Los Angeles, CA, High School Diploma, Fall 1997

Skills

Microsoft Windows XP/Vista, Word, Excel, PowerPoint, Office Excellent organizational and leadership skills Bilingual Spanish/English Detail oriented, self motivated and able to work well in a fast paced environment First Aid/CPR Certified

Leonardo Granato

8001 McDermott Ave Reseda, CA 91335 (818) 300-2185, Leonardo.granato17@gmail.com

EDUCATION

Pepperdine University

Bachelors of Science Degree in Psychology

Sept 2012-April 2014

Los Angeles Pierce College

Sept 2010-June 2012

Grover Cleveland High School

Sept 2008-June 2010

May 2014- Present

WORK EXPERIENCE

Contact and Collection Services

Field Agent

Delivering letters from the bank to debtors

- Writing up a detailed report of the field chase
- Communicating to loan representatives from different banks about updated information of debtor

Event Staff for Pepperdine Athletics

Staff

September 2014- April 2014

- Executed game day operations such as set up and take down
- Sold merchandise
- Sold tickets
- Escorted opponent personnel and officials to designated locker room

Mary Dunphy's Volleyball Camp

July 2013 and 2014

Camp Counselor/ Coach

- Provide volleyball skill instruction to the campers
- In charge of a group of 50 campers getting them to meals, to stations, leading them in volleyball play and other activities
- Checking in the campers and discussing the itinerary to the parents and discussing any special requests/needs for specific campers

Oakwood High School

Assistant Coach

February 2011- April 2014

- Mentor young athletes with focus on lifelong skills
- Helped develop practice plans and efficiently execute
- Teach specific skills to different athletes individually as needed
- Help come up with different line ups for different opponents
- Take certain individuals out of drills as needed to give individual attention and revise instructions and volleyball skill at hand

Santa Monica Beach Club

Sept 2011- July 2013

Assistant Coach

- Provide volleyball skill instructions to athletes between the age of 17 and 18
- Mentor young athletes with focus on lifelong skills
- Helped develop practice plans and efficiently execute
- Teach specific skills to different athletes individually as needed
- Help come up with different line ups for different opponents

West Valley YMCA Basketball Program

Assistant Coach

Aug 2011-Sept 2011

- Provide basketball skill instructions to athletes between the age 12 to 14
- Mentor young athletes with focus on lifelong skills
- Organized practice and game schedules

ACTIVITIES

Student Athlete at Pepperdine University: Volleyball

2012-Present

SKILLS

- Competent in Word, Excel, PowerPoint, Outlook
- Played Division 1 volleyball at Pepperdine University
- Proficient in Spanish Language
- Volunteered at the Boys and Girls Club of America in Malibu
- Volunteered at Standing On Stone Community Outreach and worked with the homeless individuals in Malibu

Claude Confort, Director of Tennis Pro Zone Academy

After playing for ten years competitively in France and Europe, Claude started his teaching career in 1989 at the Tennis Club de Monaco, Monte Carlo, France.

From 1992 to 1994, he worked at the famed Nick Bolletieri Tennis Academy both in Florida and Spain.

In 1995, Claude moved to Los Angeles where he worked in several Tennis Country Clubs.

Claude created Tennis Pro Zone Academy in 1999, besides having produced some of the best junior and college players in the country, claude has also helped several ATP and WTA players achieved their goals in the Pro Tour such as George Bastl former #1 player at USC and world top #60!

Now, Claude works independently with a lots of famous personalities of the entertainment industry as well as a large range of players from all ages and levels at Weddington Golf and Tennis Club.

He is also the Director of Tennis at Oakwood school

Claude is also currently running all the tennis programs at LILA school

Lynwood Robinson 736 S. Mariposa St, Burbank, CA 91506 (323) 428-3006 wfathletics@gmail.com

Lynwood Robinson has a background in Kinesiology from SFU and over 15 years experience in the world of sport performance coaching and personal training. He also has 20 years experience as a competitive Canadian 200m & 400m meter track and field athlete, competing on an international level, with personal best records in the 400m 45:67 & 200m 21:80.

As the Assistant Fitness Director at Paramount Pictures Fitness Center for seven years, Lynwood worked extensively with their Talent and Executive clientele. Designing their fitness and stress management protocols. He has served as a guest lecturer and fitness expert with appearances on the DR. Phil Show and Kcal News.

Currently he is the owner of WF Athletics Training Center, working with 2010 USA Olympic Skeleton Athlete Katie Uhlaender and Philippine National Snowboard Team Member Eden Serina. Concurrently Lynwood as a sprint coach, develops running camps for nationally ranked high school, college and masters track & field athletes throughout the US and Canada.

In addition, Lynwood is a Fitness and Wellness consultant for Disney Feature Animation Studios.

Credentials:

- BS Kinesiology
- National Academy of Sports Medicine (CPT)
- Certified Olympic Weightlifting Sports Performance Coach (USAW)
- USA Track & Field Coach
- Canadian Athletics Coaching Association
- Yoga Fit
- Crossfit Level 1
- World Athletic Center (PTP)
- World Athletic Center (ACP)

Ludovic Taillandier

4377 Ocean View Boulevard Montrose, CA 91020 Cellular: (949) 303-6727 ludovic.t@frenchsoccerinstitute.com

Education

2010 French Soccer Federation - National Soccer Institute, Clairefontaine

UEFA A LICENSE YOUTH ELITE (Highest qualification in Youth training in Europe)- Under the direction of

Francois Blaquart, National Technical Director of the French Federation of Soccer

2004 University of Versailles, Saint-Quentin-en-Yvelines

Masters STAPS (Sports Training)

2003 French Soccer Federation - National Soccer Institute, Clairefontaine

UEFA A LICENSE - Under the direction of Aimé Jacquet, National Technical Director of the French Soccer

Federation

BEES 2nd degree (French Government certificate in soccer)

University of Paris X, Nanterre

License STAPS (Development and Movement)

2002 University of Paris X, Nanterre

Deug STAPS (General studies of sports)

2000 French Soccer Federation

BEES 1st degree (French Government certificate in soccer)

Experience

Technical Director:

2013-present Technical Director - French Soccer Institute of California

-Build and oversee youth curriculum for clubs and schools

-Provide Head coaches for youth teams, and Train Youth teams (currently FCLA U10 SCDSL)

2010-2013 Technical Director - Amiens Sporting Club Professional Academy (France)

-Train future professional players

- Develop a style of play, training methods and outlines for age categories U5 to U20

- Organize and oversee recruitment and coaching for all teams

- Operational director of the academy ensuring the health, education and well-being of 42 teenagers

competing at a high level of soccer

2001-2006 Technical Director - CS Acheres, Paris

Soccer Coach:

2009-2013 Head Coach U19 National First League - Amiens SC

2007-2009 Head Coach U17 National First League - Amiens SC

2006-2007 Head Coach U17 National First League - AC Boulogne Billancourt, Paris

French Soccer Federation Commission Member:

2001-2007 Paris Soccer Technical Commission

-Soccer coach trainer -Scout young talent

-Organize competitions for children

-Develop Women soccer

2006 French Soccer Federation - Coach Trainer for children

Soccer Player:

2000-2001 Tours Soccer Club

1994-2000 Paris Saint Germain: National U16 → National U18 → Reserve PRO

French Junior National Team

CIF Southern Section Application for Membership 2015-16 School Year

ALL INFORMATION MUST BE TYPED

Name of School EXECUTIVE PERPARATORY ACADEMY OF FINANCE
Street Address 2506 V. Imperial Huy
City and Zip Code HAWTHORNS 90250
School Telephone (323) 756 1426 Athletic Telephone (323) 756 1426 Fax (323) 756 1479
School Website WWW. EXECUTIVEPRED. OF
Type of School (Check where applicable)
Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 10th 10th 10th 11th 12th 12th
Total Number of Current Year Students
Anticipated Future Enrollment 3 Years Hence 600 5 Years Hence 600
New Public High Schools under Construction – Planned Opening Date
Charter Schools Only - Chartering District/Institution
EXECUTIVE PEOP ACADEMY ATHLETICS STEAMS TO INStill goals and ASPRATIONS INTO OUR STUDENT-ATHLETES. OUR ATHLETES WILL BY COME FIRST CLASS COMPETITORS WITH HIGH GUALITY ATHLETES. Administration
Name of Principal Monique Dooley Principal's email Mwoodley Ogygoutherpers. Org
Name of Athletic Director DAMON GIVMPH Athletic Director's email DAMON & EXSCUTIVE FLEST OF
Name and Address of Accrediting Organization Accreditation Name and Address of Accrediting Organization

Revised June 2014

1 | Page

Sport		Practice Fac	ility		G	ame Site ar	d Location
basker	Ball	ON CAM	10 as			AINSWOR	0 0
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					Hewsko	, A1	90280
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	1072-1				LOS MA	<u> </u>	Jr 7009 [
nitial Part	ticipation Levels				***		
				l'a cma	4 0 4		
our school	listing of sports offe will be competing,	i.e. varsity (V),	ys and girls wit junior varsity	nin the CIF Sou (JV), freshman	ithern Section. and sophomore	Please indic (F-S).	cate what level
eason	Sport	Boys	Girls	Season	Sport	Boys	Girls
all	Cross Country	XX	WVV	Winter	Basketball	NV	
	Field Hockey				Soccer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis					ш.	
	Volleyball						
	Water Polo						
oring	Badminton						
	Baseball						
	Golf						
	Gymnastics		П				
	Lacrosse		\exists				
	Softball	<u> </u>	H				
	Swimming						
	Tennis		_				
	Track & Field	XXV	X /t1/				
	Volleyball						

Revised June 2014

2|Page

Coaching Personnel

Submit a list of all coaches' names and qualifications (professional training and experience).

Conditions of Membership

- 1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- 3 Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
- 4. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be billed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED's)
- 3. Vitae of Principal AND Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5 Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Heather Smith

IMPORTANT Please Note:

Application must have ALL required signatures and all materials listed above in order to be considered complete.

Applications, supporting materials and fee must all be received by May 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

copy submissions will not be accept	olea.	11	$\langle A \rangle$	~ 1
Monigus Woodsy			XVOX	VILLA HDAMS
Administrator of School (SuperIntend		,	Board/Trustee Officer)	
Executive Perparatory	ACADEMY OF FINA	ther L	AUSD	
Name of School		Name of	District Board	
May 1, 2015		MA	11, 2015	
Date /		Date		
********	******	*****	! *******	*****
CIF Southern Section Executive Co	mmittee Review and Ar	oproval Status		
	armittee Atoviow and 11			
		Probationary	Full, Restricted	Full, Unrestricted
Date	Approved		Full, Restricted	Full, Unrestricted
			Full, Restricted	Full, Unrestricted
Date	Approved	Probationary	Full, Restricted	Full, Unrestricted
	Approved	Probationary	ŕ	Full, Unrestricted

CBEDS

California Basic Educational Data System California Department of Education Revised (06/17/2014)

	School Information		
County:	Los Angeles		Nam
District:	Los Angeles Unified School District	ш.	Phor
School:	school: Executive Preparatory Academy of Finance		Cert
CDS Code:	0127852		Nam

	Contact Information / Certification
Name	Name of person completing the form $\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$
Phone	Phone (323) 756-1426
Certif	Certification – By electronically submitting the data to the CDE, I hereby certify that the data reported on this form are accurate.
Name	Name/Title of person certifying data Jase Becerra, Office Manager Date

A. Full-Time Equivalent of Classified Staff

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should report classified staff only on this form.)

					Ma	ale							Female	ale				
_		American								American								
		Indian or		Pacific	エ	Hispanic African	African	<u> </u>	Two or More	Indian or		Pacific		Hispanic African	African	<u> </u>	Two or More	
		Alaska		Islander, Filipino,	⁻ilipino, ¦o	r Latino A	merican,	White,	Races, Alaska	Alaska		Islander,	Filipino,	or Latina /	American,	White,	Races,	
		Native, Not	Vative, Not Asian, Not Not	Not	Not	of Any	Not	Not	Not	Native, Not	Asian, Not	Not	Not	of Any	Not	Not	Not	
		Hispanic	lispanic Hispanic Hispanic Hispanic	Hispanic F	lispanic	Race 1	lispanic 1	Hispanic	Race Hispanic Hispanic Hispanic	Hispanic	Hispanic Hispanic Hispanic Hispanic Hispanic Hispanic	Hispanic	Hispanic	Race	Hispanic	Hispanic	Hispanic	Totals
-	Paraprofessionals																	
7	2 Office/Clerical Staff																	
က	3 Other Classified Staff					1.00	00.											2.00

B. Educational Options/Independent Study/Online Education

Complete this section if any type of educational option, independent study, and/or online education is offered to your students. Count students in each category that applies. Refer to the Glossary and the SIF instructions in the CBEDS Administrative Manual for further information.

	T	Number of Partici	Number of Participating Students	Independent Study/Online Education in all School Types	Number of Participating Students	udents
	I ypes of Educational Options	K-8	9–12	(including charter schools)	K-8 9-12	12
•	Alternative Schools and Programs of Choice.			4 How many students are taking one or more classes through independent study?		
_	(Ed. Code 58500)			5 Of the students reported on line 4, how many are taking 50% or more of their classes through independent study?		
c	Sweezast Caracha Charles		:	6 How many students are taking one or more classes through online education ?		
٧	Magnet Schools of Flograms.			7 Of the students reported on line 6, how many are taking 50% or more of their classes through online education ?		
හ .	3 Unduplicated Total of Lines 1 & 2			8 Unduplicated Total of Lines 4 & 6		

Graduates Taking Independent Study Classes

Report the number of students who graduated during the 2013–14 school year (August 16, 2013 through August 15, 2014) and who completed one or more high school classes through independent study during any of grades 9–12.

School Information Form - Page 1 of 2

School Information Form (SIF) Continued

D. Educational Calendar		* * STOP * *	
Report the type of calendar on which the school operates. Do not report both single-track and multitrack for a single school site. If ANY part of the school is year-round, select more than one type of calendar: Traditional and single-track, or traditional and multitrack.		This Section is Only to be Completed by Independently Reporting Charter Schools	pleted by r Schools.
Check the type of calendar on which you school operates. Traditional	G	Estimated Number of Teacher Hires (2015–16)	
2 For single-track or multitrack only, check one of the year-round calendars listed below. 60/20	For one class	For classroom teaching and specialist positions only. Report in full-time equivalents (FTEs) to one decimal place. (Do not include administrative, guidance, media, library, health service, or classified positions.).	ne equivalents (FTEs) to library, health service, or
3 Report your school's start date (first day of school) and end date (last day of school) for the 2014-15 school year. If on a multitrack calendar report the first day of school for the earliest track and the last day of		Subject Areas	Estimated Number of Teacher Hires
school for the latest track. For example, if Track A students are attending school from Sentember 2, 2014 through May 15, 2015, and Track B students are attending school from	-	Agriculture	•
November 3, 2014 through July 15, 2015, report the start date as 09/02/14 and the end date as	2	Art	•
Start Date (08 / 12 / 19 End Date (05 / 20 / 15)	3	Bilingual Education	•
I.	4	Business	•
	5	Dance	
E. Parental Exception Waiver from English-Language Classrooms	9	English	0.
Report the number of waivers requested (new or renewed) and the number granted during October	7	Foreign Language	•
2013 through October 1, 2014 from parents or guardians of English learner (EL) students who petition for enrollment in a bilingual education class or other generally recognized alternative course	8	Health Education	•
of study.	6	Home Economics	,
1 Number of waivers requested.	10	Life Science	•
2 Number of waivers granted.	11	Mathematics	1.0
	12	Music	
M. Truancy (2013–14)	13	Physical Education	1.0
On line 1, report the total unduplicated number of students who were truant in the 2013–14 school year (July 1, 2013 through June 30, 2014). A student is considered truant when the student has an	14	Physical Science	•
unexcused absence of more than 30 minutes on three or more days. A student should be counted only once in the total.	15	Reading	•
On line 2, if you reported zero on line 1, explain why there were zero truants. Do not restate the fact	16	Self-contained Classes	-
that there were zero truants. Please refer to the CBEDS Administrative Manual for more details and examples of appropriate responses.	17	Special Education	
1 Number of truant students.	18	Social Science/Studies	0.1
2 Explanation of zero truants. (Minimum of 35 characters required)	19	Drama/Theater	
	50	Trades and Industrial Arts	•
	21	Other Specializations	•
School Information Form – Page 2 of 2			

School: CDS Code:

** Only to be completed by School Improvement Grant (SIG) Participants **

Indica	I. Increased Learning Time (2013–14)	J. School Year Minutes (2013–14)
Indica		
learni	Indicate all methods for increased learning time, or indicate that learning time did not increase.	Number of minutes all students were required to be in class.
-	Increased learning time through a longer school year.	K. Advanced Coursework/Dual Class Enrollment (2013–14)
2	Increased learning time through a longer school day.	The number of students who complete
က	Increased learning time either before or after school.	advanced coursework.
4	Increased learning time through summer school.	The number of students who complete at least
2	Increased learning time through weekend school.	one class in a postsecondary institution.
9	Increased learning time through another method. Explain in # 7 below.	The number of students who complete 3 advanced coursework AND who complete at
7	Explanation of other method(s) of increased learning	least one class in a postsecondary institution.
	time:	L. Attendance Rates (2013–14)
		1 Student Attendance Rate.
8	Did not increase learning time.	library, health service, or classified positions.)

** Only to be completed by School Improvement Grant (SIG) Participants **



2014-15 CBEDS - Online Reporting Application (CBEDS-ORA) Certification Summary Report

Edit | Reports | Submit/Certify Data | Advanced Features | CBEDS Resources | Main Menu | Logoff

LEA Name: Executive Preparatory Academy of Finance

CDS Code: 19647330127852

Congratulations! You have completed your 2014-2015 CBEDS-ORA submission.

This local educational agency (LEA) certified on 10/30/2014 at 10:43:25 AM

You have entered School Information Form (SIF) data for 1 school(s).

Web Policy

5A10

Mrs. Monique Woodley

918 W 50th St. Los Angeles, CA 90037 · 323-377-3018 · moniqueawoodley@gmail.com

Education

Concordia University Online, Portland, Oregon - In Progress

• Doctorate in Education

National University, Los Angeles, California - February 2015

• Tier II Administrative Services Credential

Loyola Marymount University, Los Angeles, California - May 2011

• Preliminary Tier I Administrative Services Credential

University of Southern California, Los Angeles, California - August 2007

Master of Science in Education

University of Southern California, Los Angeles, California - May 2006

- Bachelor of Arts in English Literature and Language
- Preliminary Secondary English Teaching Credential

Administrator Experience

Executive Preparatory Academy of Finance, Hawthorne, CA Principal - July 2015 to Current

- Organize and plan a new school program which includes but are not limited to: Curriculum, Instruction, Assessments, Data Analysis, Hiring, Parent Engagement, Student Behavior and Discipline
- Plan and facilitate monthly parent meetings, School Site Council
- Analyze School-wide data
- Report Data at stakeholder meetings and board meetings
- Draft and coordinate the WASC Self-Study and Visit
- Plan and coordinate data-driven professional development
- Supervise and ensure day-to-day school activities
- Manage and execute all compliance related affairs and items (district visits)

Alliance Ouchi-O'Donovan Complex, Los Angeles, CA Assistant Principal - August 2011 to Current

- Supervise and ensure day-to-day school activities
- Act as Principal designee when Principal is away
- Observe, coach and evaluate teachers utilizing the Alliance Framework for Effective Teaching
- Plan and coordinate data-driven professional development in collaboration with the Principal
- Work constructively in securing staff involvement and support for the development and implementation of instructional changes such as common core
- Draft and coordinate the WASC Self-Study and Visit
- Carry out and supervise disciplinary consequences (in accordance with Ed Code)

Mrs. Monique Woodley

918 W 50th St. Los Angeles, CA 90037 · 323-377-3018 · moniqueawoodley@gmail.com

- Strive to attain a positive school climate through interactions with students and parents
- Develop professional development for new teachers
- Facilitate parent meetings (enrollment, orientation, SAT/ACT/CAHSEE informationals)
- Coordinate, delegate and supervise summer school program
- Create and monitor the school Master Calendar based upon the Alliance Calendar
- Implement master schedule by programming student schedules
- Coordinate testing (CST, CAHSEE, CELDT, Benchmarks and SAT Diagnostics)
- Foster parent involvement in their children's education through parent meetings
- Facilitate interview process for open teaching positions

Alliance William and Carol Ouchi High School, Los Angeles, CA *Administration Intern*, August 2010 – 2011

- Coordinated testing (CST, CAHSEE, CELDT),
- Planned and coordinated professional development under the direction of the Principal
- Designed a stakeholder communication tool to utilize during parent conferences
- Increased stakeholder communication during parent conferences using a stakeholder tool
- Taught four senior English classes

Teacher Experience

Alliance William and Carol Ouchi High School, Los Angeles, CA *English Teacher*, August 2008 – 2011

- Created lesson plans based on the California state standards
 - Graded student work
 - Provided accurate and appropriate feedback to parents and students about student behavior and academics
 - Used various media to present information to students

James A Foshay Learning Center, Los Angeles, CA

English Teacher, August 2006-2008

- Created lesson plans based on the California state standards
- Graded student work
- Provided accurate and appropriate feedback to parents and students about student behavior and academics

Professional Development

Alliance College Ready Public Schools, Los Angeles, CA *Principal Resident*, September 2013 - May 2014

- Attend meetings/trainings on budget, discipline and Blended Learning
- Receive one on one professional mentoring and coaching
- Interview preparation

Skills

- Communicate effectively orally and in writing
- Learning Spanish to be able to communicate with parents

Mrs. Monique Woodley

918 W 50th St. Los Angeles, CA 90037 · 323-377-3018 · moniqueawoodley@gmail.com

- Friendly, social and organized
- Mentally adaptable and flexible in dealing with a variety of people
- Familiar with: Pinnacle, powerschool, data director and teleparent, study island, xlprep, achieve 3000
- Event planning and coordinating
- Microsoft, excel and powerPoint

References

Diana Macias - Assistant Director of School Services - 213- 448-5424

Damon Glymph - Director of Operations - 323 -756-1426

Damon Glymph

Phone: 310.743.2799 Email: damon@executiveprep.org

EXPERIENCE

2012 – present Executive Preparatory Academy of Finance, Director of Operations Hawthorne, Ca.

- *Responsible for the implementation and safety of all programs and activities occurring and in connection with EPAF.
- *Responsible for the hiring and dismissal of all teacher and support staff.
- * Responsible for the securing of and implementation of an effective curriculum
- * Responsible for the safety of welfare of all parties concerned

1998 - 2000

Nubia Leadership Academy, Teacher Assistant

San Diego, Ca

- Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
- Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
- Tutor and assist children individually or in small groups in order to assist them in mastering assignments and to reinforce learning concepts presented by teachers.

1998 - 2000

Freedom School, Project Director

San Diego, Ca

- Supervise and evaluated the program and staff.
- Responsible for recruiting volunteers and services from agencies to assist in the implementation of the program.
- Implemented the curriculum.
- Promoted the program to the community and gave presentations to staff and community service organizations.
- Helped recruit participants into the program, distributed registration and policy information as needed.

2000 - 2001

Aspiranet, Progam Athletic Director

Oakland, Ca

- Responsible for the development of an effective and efficient athletic program for the school.
- Supervised all coaches and assisted in conduction of interviews, selection, and evaluations.
- Created athletic curriculum for the school year.
- Created and updated athletic schedule for the year.
- Coordinated end of season awards ceremonies.
- Ordered athletic equipment.

2001 - 2005

Graffiti Ink Silkscreen & Graphic Arts, Owner

Los Angeles, Ca

- Oversaw operations.
- Handled all day to day duties.
- Setup office policies and procedures.

- · Hired and trained staff.
- Obtained contracts with local business and organizations.
- Purchased equipment.

2004

UCLA/DCISS, Program Assistant

Los Angeles, Ca

- Assisted students and scholars integrate more quickly into the US and UCLA life by understanding American culture and its components.
- Introduced students to videos, songs, games, debate, and Intramural sports league.
- Setup trips to local museums, theme parks, theater shows, sporting events, TV show tapings, ect. Also setup trips to places around the western United States, Las Vegas, San Diego, Grand Canyon, San Francisco, Yosemite, and Lake Tahoe.
- Assisted students in understanding employment options, and making cultural, educational and personal adjustments to the campus and the community.

2004 - 2006

Carney Educational Service, Site Coordinator

Los Angeles, Ca

- Responsible for program management.
- Collaborated with school staff to make appropriate linkages to needed academic, physical or social services to children in need.
- Ensured that all paperwork was current and that students' profile folders were complete.
- Provided networking opportunities for school personnel, volunteers and community partners.
- Created and distributed newsletters about program accomplishments to volunteers and community partners.
- Provided leadership in securing community resources beneficial in meeting students' physical and academic needs.

2004-2005

CVUHSD, Computer Lab Technician

Hawthorne, Ca

- Set up designated computer lab materials.
- Worked directly with the students, helping to guide them through computerized lessons.
- Implemented student study paths in coordination with the lab teacher.
- Tutored individual and groups of students in computer skills.
- Communicated with parents regarding student progress.
- Provided information and assistance and recommend instructional software for teachers.

2005-2009

LAUSD, Special Ed Assistant

Los Angeles, Ca

- Performed a variety of activities pertinent to training, physical care, disciplining, and tutoring in order to inculcate habits, knowledge, and skills in students with disabilities.
- Assisted teachers in implementing lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by a teacher.
- Assisted teachers with use of electronic equipment and presentation of materials and methods to reinforce lessons to students.

- Assisted teachers in directing activities or assigned groups of students.
- Assisted teachers in working with students who may have demonstrated such behaviors as
 hitting, biting, scratching, and running, and worked as a member of a team that implemented
 the behavior support plan and/or crisis plan when trained by appropriate staff.

2006-2010

Urban Exodus, Founder

Los Angeles, Ca

- Implementation of the strategic plan.
- Fundraising and resource development.
- Staff development and supervision.
- Fiscal management and accountability.
- Oversaw the design and implementation of key programs and services.
- Provided visionary and strategic leadership to the organization and translate that vision into strategies, policies and concrete actions that advance the mission.
- Maintained a continuous understanding of the organization's financial position and outlook, prepare and administer budgets, and ensure fiscal responsibility and security.
- Communicated the mission and policy positions of Urban Exodus to various audiences and developed and maintained sound relationships with strategically important people and the media; served as a spokesperson for the organization.
- Provided leadership and involvement in the resource development functions, foster positive relations with funders and donors and develop new funding relationships.
- Supported the board of directors in its governance role, fostered its ongoing development, and kept it informed about internal conditions and important external developments.

2009-2012

LAUSD, Assignment Technician

Los Angeles, Ca

- Applied knowledge of federal and State employment related laws, rules, policies, collective bargaining agreements, and procedures in performing the following duties (some positions perform these duties in accordance with Education Code, Personnel Commission, and other legal or negotiated mandates):
- Maintained confidential eligibility lists and certifying eligibles to appointing authorities, making official job offers, and ensuring the rule of three ranks is adhered to for applicable classifications.
- Processed requests for assignment transactions, including the implementation of salary and retroactive compensation for authorized legal actions such as reclassifications, reallocations, and salary differentials.
- Processed assignment transactions such as appointments, reinstatements, reassignments, changes of location, transfers, promotions, demotions, leaves of absence, layoffs, separations, and retirement applications.
- Maintained assignment packets; service folders; reemployment, eligibility, tenure, leave, transfer, substitute, and position-control documents; and other confidential personnel records.

- Explained laws, rules, procedures, and labor contract provisions pertinent to assignment.
- Placed employees on reassignments and substitute assignments; determining appropriate salary step placement or salary allocation; and requesting new examinations based on factors such as vacancies, number of provisional employees, and expiration dates of lists.
- Processed off-basis employees for summer assignments.
- Monitored the length of leave-to-higher assignments.
- Checked dates of concurrent assignments to ensure they are feasible and consistent with federal and State employment related laws and rules.
- Monitored fingerprint and tuberculosis clearance, setting up appointments, processing paperwork, and notifying the Employee Relations Section of issues.
- Implemented authorized actions such as separations and disciplinary actions.
- Implemented abolishments, establishments, and reallocations of classifications.
- Provided work histories, status of the positions, status of the employees, and position control numbers for classification studies.
- Tracked eligibility status to determine which employees have passed the exams and/or need reassignments.

EDUCATION

1994-1996	Glendale Community College, Glendale, Ca.
	A.A. Degree
1996-1997	California Baptist University, Riverside, Ca.
1997-1998	San Diego State University, San Diego, Ca.

Rossi Valentine

1038 E. Denwall Dr. Carson Ca, 90746

SKILLS

Excellent communication skills with staff, parents and students

Insight and knowledge on development and guidance of students

Knowledge of running, managing and organizing basketball program

**NFHS coaching certification

EXPERIENCE

Executive Preparatory Academy of Finance Hawthorne California Aug 2014-Present

Head Coach of Boys Varsity basketball program

Organized and set all team practices

Organized and set all season and tournament games

Organized and set basketball team fundraisers

Help with transport of student/athletes to from games

Organized and held all parent/student meetings

DMV license driver

West Adams Preparatory High School Los Angeles, California June 2009-2011

Varsity Head Coach of basketball program

Coached - Varsity players and over saw all players on Junior Varsity and Fro-Soph Teams

Provided players with developmental guidance and support to improve their performance Assessed and appraised players on their performance and discipline Collaborated with assistant coaches to devise strategic plan and plays Conducted fundraisers, constructed season schedules and tournaments In (2) seasons coached the Boys Varsity to (1) Central League Championship and (2) CIF Playoff appearances. Also coached (4) All City selections. Pacific Hills High School Los Angeles California June 2007-08 Head Coach of Boys Junior Varsity basketball program Conducted and organized practices Conducted and organized fundraisers Organized and set schedules for tournaments DMV drivers license - Transported students to and from games Brotherhood Crusade Los Angeles, California 2009-11 Lead Instructor Organized physical education activities for inner-city youth from Kindergarten through 9th grade

Collaborated with Non- Profit Organization to develop ways to increase attendance

Erected new playground facilities and secured perimeter

Managed and developed 2 employees

New Genesis Athletics Foundation 501C3 Nonprofit June 2009- Present

Founder & President

Organized board meetings monthly

Helped with foundation budget management

Set board meeting agendas

Helped with fundraising proposals

Website creation

(NGA) Stars Basketball teams Los Angeles California 2009 - Present

Founder & Head Coach basketball program

Instructor for ages 8-17 in basketball training

Created a 1hour & 30 minute weekend tutoring class to promote

our 2.5 GPA standard for all our student/athletes

Created schedules for all teams 8U - High school

2014 7th grade team was voted # 3 middle school AAU team in the western united states and a Top 25 national team according to NYBL media machine.

Stars Physical Education Los Angeles, California September 2006-June 2009

Physical Education Lead Instructor

Managed and developed 3 employees Appraised students on their physical performance Organized monthly physical education activities for 5th grade students Structured physical education program into hourly three part intervals LAUSD- Youth Services After School Program Los Angeles, California September 2003-June 2009 Playground Supervisor Increased student participation in after school sports teams by 20% Communicated ideas and proposals on a regular basis with with staff and parents Established a good rapport with school staff and students Organized nutrition and education enrichment programs REFERENCES Lisa Yu Regional Sales Manager (323)992 7126

Kristin Martin Dietary Supervisor (310)213-9078

Corry Thomas Basketball Coach (323)275-7702

JOSHUA A. WADE

Coachwade8906@gmail.com (818) 693-4846

EDUCATION

2007-2008 -CAL STATE BAKERSFIELD- BAKERSFIELD, CA

• Majored in Business Management

2003-2007 -PACIFIC HILLS SCHOOL- WEST HOLLYWOOD, CA

• Completed General Ed requirements while majoring in Electronic Communication Arts.

EXPERIENCE

Aug 2014-PRES. -Executive Prep Academy of Finance- HAWTHORN, CA

- Assistant Athletic Director
- Varsity Boys Basketball Assistant Coach
- JV Boy Basketball Head Coach
- Girls Basketball Assistant Coach

Sept 2014-PRESENT -Pacific Hills School- WEST HOLLYWOOD, CA

- Physical Education Teacher Assistant
- Head Coach Boys M.S Volleyball
- Assistant Coach Boys H.S Volleyball

June 2013- PRESENT -NGA STARS- LOS ANGELS, CA

- Head coach 14U
- Assistant coach 13U

July 08-May 2013 -COSTCO- CULVER CITY, CA

Front End Assistant

- Bakery Maintenance Associate
- Cart Crew Lead
- Cashier Assistant
- Supply Pickup Representative

April 07-April 08 -PACIFIC THEATERS- LOS ANGELES, CA Box Office Rep

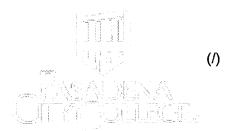
Delegate and handle Usher responsibilities as the Usher lead

- Assist customer concerns appropriately in Guest Relations
- Process tickets and guide movie goers into the correct assigned theater
- Handle cashier responsibilities as a concessions associate

SKILLS

- Money Handling, Customer Service, Coaching, Basketball, and Sports Development.
- Windows XP, VISTA, 7 and 8, Microsoft Word.

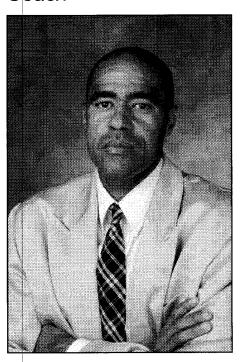
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ATHLETICS HOME (/ATHLETICS/)

Sports in the News

Nick Colon Named New PCC Men's Basketball Coach



Pasadena City College Athletic
Director/Physical Education
Division Dean Skip Robinson

Academic Athletic Zone (/athletics/zone)

Athletics Calendar (/calendar/index.cfm? searchby=ecategory&criteria=sports)

Athletic Facilities (/athletics/facilities.cfm)

Athletics Staff (/athletics/athleticsfm)

Cheer & Dance (/athletics/cheer/)

Fall Sports

Men's Basketball
(/athletics/basketball/men/index.cfm)
Women's Basketball
(/athletics/basketball/women/index.cfm)
Cross Country
(/athletics/crosscountry/index.cfm)
Football (/athletics/football/index.cfm)
Men's Soccer

decided to stay in-house by selecting Nick Colon as the college's new men's basketball head coach. Colon replaces Mike Jones, who stepped down from the part-time position after two seasons.

Colon originally was hired at PCC in 2004 as the women's track and field coach, and has continued as an adjunct insructor at the college. Jim Richardson took over as the men's and women's track and field coach just before the 2006 season, allowing Colon an opportunity to switch sports with Jones' resignation.

Colon will be the 13th head coach in PCC's basketball history beginning with the 2006-2007 season. It is his first season coaching basketball in the community college system after a variety of coaching jobs at the four-year university, professional, and high school levels.

Before coming to PCC, Colon was head basketball coach for the University of the Philippines from

(/athletics/soccer/men/index.cfm)
Women's Soccer
(/athletics/soccer/women/index.cfm)
Women's Water Polo
(/athletics/waterpolo/index.cfm)
Women's Volleyball
(/athletics/volleyball/index.cfm)

Spring Sports

Women's Badminton
(/athletics/badminton/index.cfm)
Baseball (/athletics/baseball/index.cfm)
Women's Softball
(/athletics/softball/index.cfm)
Swimming & Diving
(/athletics/swimming/index.cfm)
Track & Field (/athletics/track/index.cfm)

2002-2004. In 2000-2001, Colon served as head men's basketball coach at Patten College in Oakland before taking a position as an assistant coach at Sacramento State University in 2001-2002.

Colon also served as an assistant coach for the Cal State

Bakersfield men's basketball program in 1998, helping

Bakersfield to the NCAA Division II semifinals with a 25-2 record. He moved over to Master's College (CA) in 1998-2000 in the same assistant capacity as that men's basketball team finished in the Elite 8 in the 2000 NAIA playoffs.

"I'm very excited to take over a men's basketball program that has a history of great coaches including Jerry Tarkanian (1967 state title) and George Terzian," Colon said. "I want to bring in an up-tempo type style of play and hopefully PCC fans will like what they see."

From 1986-1988, Colon served as Inglewood High School's head

boys' basketball coach and directed future NBA player Harold Miner in winning a CIF championship.

Besides his college and prep experience, Colon has several years of professional service in coaching, running tryout camps, and helping with player personel for the Southern California Summer Pro Basketball League, held each July. He was previously a consultant coach from 2002-2004 for the Purefoods franchise, a pro team in the Philippines Basketball Association. In 1988-89, Colon first pro job was directing the Mexico City franchise of the Continental Basketball Association.

"Today, you don't often get the luxury of having a coach that has expertise in different areas," said Robinson of Colon's move to basketball from track.

"Nick has been involved with basketball most of his coaching career. This is a great opportunity for him, and it's going to help that

he already known the way of the

campus. Recruiting is one of his strong points, too, so that's another plus for the program."

Jones, a long-time assistant for both men's and women's basketball before taking over the men's team in 2004-2005, continues to be a part-time teacher in the P.E. division. The team made only a slight improvement in 2005-2006 (10-22 record) after his first season (7-20). The Lancers finished in sixth place in the South Coast Conference North Division both seasons.

PCC MEN'S BASKETBALL HEAD COACHES, 1979-Present

2006-2007--Nick Colon, in 1st season

2004-2006--Mike Jones, 2 seasons (17-42 overall record)

1979-1997 and 2002-2004--George Terzian, 20 seasons (332-284)

1997-2002--Bill "Rocky" Moore, 5 seasons (42-113)

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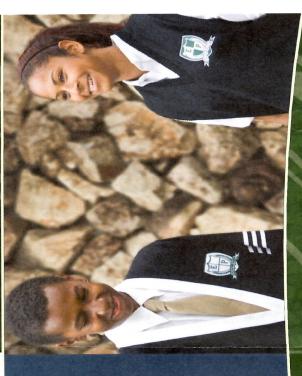
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students of this community on the importance of proper

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gap in the minority community and to give our children the opportunity to experience "My goal is to close the financial literacy



THE FINANCE ACADEMY

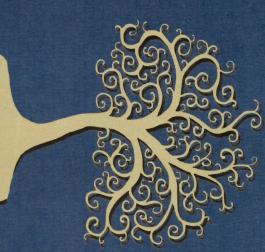
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- How to make informed, financially responsible
- Budgeting and money managemen
- How to manage credit and debit How to develop sound financial goals and the methods to achieve them
- How to apply for loans and understand interest rates
- Financing college
- The financial decisions and habits of successful high net-worth individuals
- Introduction to the stock market
- Concepts of business costs and basic financial
- Various methods to raise capital

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PREPARATORY ACADEMY OF FINANCE



opportunity to apply the financial principles they learn in **Executive Preparatory School of Finance will operate** student-run enterprises that will allow students the real world situations



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computer and tablet for use in school. Each EPAF student will be given their own laptop

AFTERSCHOOL ACTIVITIES INCLUDE: **EXECUTIVE PREPARATORY ACADEMY OF FINANCE**

Boys Basketball Girls Basketball Debate Team Volleyball Basebal



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Date: April 28, 2015

CIF Southern Section 10932 Pine St. Los Alamitos, CA 90720

Subject: Wiseburn/Da Vinci Athletics

Dear CIF-SS.

The Da Vinci Schools 2014-15 CIF first season of athletics has been an amazing adventure and a great addition to our schools program. This past year, we have experience great successes not only on the field or court of play, but also in academics as well. Throughout the year, we have experienced only 4 students out of 147 participating in athletics who chose to drop athletics to maintain and focus on their academics. The remaining 143 students maintained and scored above the 2.0 GPA recommended standard.

The following is a summary of each sport per season:

Fall Sports:

Girls Volleyball:

Frosh/Soph: Played-6 games (3 home, 3 away, 1 tournament) Record: 5/1 JV: Played-8 games (4 home, 4 away, 2 tournaments) Record: 6/2

Coed Cross Country:

3 events, 3 students won medals

Winter Sports:

Boys Basketball housed JV & Frosh/Soph. We played 8 games and participated in 1 JV tournament and 6 Frosh/Soph games and 1 tournament. We achieved a record for JV of 5/3 and Frosh/Soph 4/1/1, one by forfeit (no show from the other team) Girls Basketball housed JV only. Although our team was more of a Frosh/Soph level team, we played at the JV level. We participated in 5 games and 1 tournament with a record of 3/2. Out of 12 girls on the team, only 3 students had experience playing club ball in the past.

Boys Soccer housed JV & Frosh/Soph. Our JV team played 8 games with a record of 7/1. Our Frosh/Soph team played 6 games with a record of 3/3 and participated in 1 tournament.

Girls Soccer housed JV only. Our girls played in 6 games with a record of 5/1, no tournaments.

Spring Sports:

Boys Volleyball and Co-ed Track.

Boys Volleyball participating in 7 games and 3 tournaments. Our record is 5 wins, 1 lost and 1 TBD (game scheduled for 5/1/15). We competed in 3 tournaments with 1 first place win in the Silver Division.

Commented [AA1]: I think the summary can be a lot more concise and less wordy. ex. Girls Volleyball: JV: Played-8 games (4 home, 4 away, 2 tournaments). Record- 6/2 Frosh/Soph: Played- 6 games (3 home, 3 away, 1 tournament). Record: 5/1

then you'd repeat this format throughout so there's consistency.



Wiseburn 21st Century Charter Schools

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Co-ed Track: We competed in 4 major Invitational Track Meets. We only competed in the running events, but managed to receive 3 medals, one student won 2 and one won 1.

Overall, our students felt a little overwhelmed as this is our first year competing within the CIF-SS League and competing against other schools. Each of our students performed with outstanding sportsmanship and respect for the game and the rules of CIF. We were thankful for the great support we received from parents/guardians and our school and school staff. There were a lot of accommodations that needed to be made when it came to adjusting to schedules when it came to home and away games, but we managed quite well.

As far as any changes for Da Vinci Athletics is concerned, Da Vinci Athletics will be known as Wiseburn/Da Vinci Athletics. Also, we are currently are using the field located behind Da Vinci Design Campus, but we are planning to relocate our homes games and practices to the Juan De Anza Elementary School Campus located at 12110 Hindry Ave, Hawthorne CA 90250. This field is being renovated to CIF regulations and it is the only field in the Wiseburn Unified School District that has lights.

All in all, Wiseburn/Da Vinci Athletics has had a great season with CIF Sports. Please let me know if you have any additional questions or concerns.

Sincerely,

Thomas W, Curry
Da Vinci Schools
Wiseburn/Da Vinci Athletic Director/Safety & Traffic Control
(310) 350-7339 Cell
tcurry@davincischools.org

Commented [AA2]: I deleted a lot of this information be I feel like a lot of what you're saying SHOULD BE happening in regards to sports at a school. I think sports might be new at Da Vinci, but there's no need in telling CIF that the school was doing a good job announcing games or that the school was supporting sports.

www.davincischools.org



38060 20th Street West Palmdale, CA 93550 (661) 273-3680

Sharon,

The Palmdale Aerospace Academy is completing its first athletic season this school year and was able to field the following sports:

- Boys and Girls Cross Country
- Girls Volleyball
- Boys Basketball
- Boys and Girls Soccer
- Boys and Girls Track and Field

Each sport was able to schedule at least five games for our student-athletes to participate in. Moving forward we plan on implementing Varsity, Junior Varsity, and Freshmen teams for both boys and girls. We are currently in the process of obtaining uniforms for all our teams and are working on hiring more coaches for each level. In the future we would like to join the Heritage league and are trying to schedule scrimmages with the teams in that league as a trial season to see if it would be a good fit for us.

If you have any other questions please feel free to contact me via email, work phone, or cell phone.

Ryan Frazer
Athletic Director, Health/PE Teacher
The Palmdale Aerospace Academy
rfrazer@tpaa.org
661-317-5228 cell



April 28, 2015 To Whom It May Concern:

San Luis Obispo Classical Academy High School has had a fantastic first year of CIF involvement. Our school fielded teams in girl's volleyball and boy's cross country in the fall, girl's soccer and boy's basketball in the winter, and girl's swimming and boy's volleyball this spring. All of our student-athletes thoroughly enjoyed having the opportunity to play sports against their peers this year.

We started a little behind the eight ball by being accepted after many schools had already scheduled their games, so we ended up with a lighter schedule this year, but it worked out. We also were able to collect many contacts throughout the year and now it will be much easier for us. All the other athletic directors in our area are extremely happy that we have teams now, and we have already been asked by multiple schools to join their league.

We did not have any changes in facilities this year, but we are planning to switch to San Luis Obispo Nazarene Church's gym for next year. This is because it is a bigger gym with the ability to set up two courts at once. We are excited about this change because it has given us the opportunity to explore the option of hosting a tournament.

Thank you very much for giving our school the opportunity to be a probationary member this year. We would strongly encourage your granting of an upgrade to full-membership for our school.

Sincerely.

Kateri Rein Principal

David Hazlebeck Athletic Director