



Meeting of the Executive Committee

May 14, 2014

1:00 p.m.

*Spghettini Restaurant
3005 Old Ranch Parkway
Seal Beach, California*

Agenda

1. OPENING BUSINESS	DISPOSITION	ITEM
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A. Call to order by Jim Monico, President of the Council

B. Pledge of Allegiance

C. Roll Call

D. Introduction of Guests

E. Adopt Agenda

Action

F. Approval of Minutes

1. Minutes of the April 2, 2014 Executive Committee Meeting

Action

1F1

2. PUBLIC HEARING SESSION

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 State Federated Council action items at this time.

B. SOUTHERN SECTION ACTION ITEMS

There are no Southern Section action items at this time.

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

There are no State Federated Council non-action items at this time.

4. NON-ACTION ITEMS (Cont.)	DISPOSITION	ITEM
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B. SOUTHERN SECTION NON-ACTION ITEMS

There are no Southern Section non-action items at this time.

5. NEW BUSINESS

A. Appeal of Multi School Agreement Denial

1. Dana Hills High School	Action	5A1
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B. Consideration of the Following Schools for Membership for the 2014-2015 School Year:

1. The Academy Charter High School – presented by T. Orabona	Action	5B1
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2. Aveson Global Leadership Academy – presented by L. Kleinrock	Action	5B2
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3. DaVinci Schools – presented by R. Dever	Action	5B3
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4. The Palmdale Aerospace Academy – presented by P. Kostopoulos	Action	5B4
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5. San Luis Obispo Classical Academy – presented by M. Rose	Action	5B5
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6. Ventura County Christian Schools – presented by V. Wyatt	Action	5B6
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C. Membership Status of New Schools Admitted in 2013-2014

1. Ambassador High School	Action	5C1
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2. Guidance Charter School	Action	5C2
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3. Yeshiva High Tech	Action	5C3
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D. Appointment of Treasurer to CIF Southern Section Executive Committee for 2014/15	Action
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6. OLD BUSINESS

A. Investment Policy Update	Mitch Carty
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7. CLOSED SESSION

A. Legal Update	Rob Wigod
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B. CIF Southern Section Commissioner Evaluation Review	Reggie Thompkins
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8. REPORT SESSION

A. President's Report	Jim Monico
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B. Treasurer's Report	Carter Paysinger
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C. Commissioner's Report	Rob Wigod
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D. Executive Committee Member Reports	
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9. ADVANCE PLANNING

A. DATES

1. June 10, 2014 – *Tentative* CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
2. June 17, 2014 – Champions for Character Golf Tournament, Rio Hondo Golf Club, Downey, California
3. August 14, 2014 – Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California 1:00 p.m.
4. September 29, 2014 – Champions for Character Award Dinner, Queen Mary Hotel and Conference Center, 6:00 p.m.
5. October 9, 2014 – Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California, 1:00 p.m.
6. October 23, 2014 – CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
7. October 23, 2014 – Distinguished Service/Hall of Fame Awards Luncheon, The Grand, Long Beach, California, 11:30 a.m.

B. SUGGESTED AGENDA ITEMS

1. _____
2. _____
3. _____

10. ADJOURNMENT

A. Time of Adjournment _____



Meeting of the Executive Committee

April 2, 2014

1:00 p.m.

***Angel Stadium of Anaheim
2000 East Gene Autry Way
Anaheim, California***

Minutes

<u>1. OPENING BUSINESS</u>	<u>DISPOSITION</u>	<u>ITEM</u>
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- A. Call to order by Jim Monico, President of the Council

The meeting was called to order at 1:07 p.m.

- B. Pledge of Allegiance

- C. Roll Call

- D. Introduction of Guests

There were no guests present at the meeting.

- E. Adopt Agenda

Approved

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

- F. Approval of Minutes

Approved

There was a motion and a second to approve the minutes of the January 18, 2014 Executive Committee meeting, the motion carried.

2. PUBLIC HEARING SESSION

- A. There was no one present to address the Executive Committee.

3. ACTION ITEMS

- A. STATE FEDERATED COUNCIL ACTION ITEMS

1. Proposed CIF State Budget 2014-15

Exec. Cmte.
Supports

STATE477

There was a motion made and a second to support. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.

3. ACTION ITEMS (Cont.)	DISPOSITION	ITEM
2. Proposed CIF President Elect Nominations	Support Uninstructed	STATE479
There was a motion and second to send representatives uninstructed to State Federated Council. The Executive Committee unanimously supported the motion by vote of 20-0. The motion carried.		
3. Proposed CIF Executive Committee Nominations	Support Uninstructed	STATE480
There was a motion and second to send representatives uninstructed to State Federated Council on all candidates with the exception to support candidates Jim Monico and Jim Perry. The Executive Committee unanimously supported the motion by vote of 20-0. The motion carried.		
4. Proposed Northern Regional Division VI Basketball and Girls Volleyball Division Championships	Exec. Cmte. Supports	STATE481
There was a motion made and a second to support. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.		
5. Proposed Southern California Soccer Division IV & V	Exec. Cmte. Supports	STATE482
There was a motion made and a second to support. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.		
6. Proposed CIF Regional Badminton Championship	Exec. Cmte. Supports	STATE483
There was a motion made and a second to support, discussion held. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.		
7. Proposed Revision of Bylaws 1606, 1700 and 2902	Exec. Cmte. Supports	STATE484
There was a motion made and a second to support, discussion held. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.		
8. Proposed Bylaw Revisions – Article 30 (300 Series) and Article 50 (500 Series)	Exec. Cmte. Supports	STATE485
There was a motion made and a second to support. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.		
9. Proposed Revision of Bylaw 206	Exec. Cmte. Supports	STATE486
There was a motion made and a second to support, discussion held. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.		
10. Proposed Revision of Bylaw 207 – Fall SOP	Exec. Cmte. Supports	STATE487
There was a motion made and a second to support, discussion held. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.		

<u>3. ACTION ITEMS (Cont.)</u>	<u>DISPOSITION</u>	<u>ITEM</u>
11. Proposed Practice Time Allowance Proposal	Exec. Cmte. Supports	STATE474

There was a motion made and a second to support, discussion held. The Executive Committee unanimously recommended to support by vote of 20-0. The motion carried.

12. Proposed Bylaw 600 Revision	Exec. Cmte. Does Not Support	STATE473
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There was a motion made and a second to support. Discussion held. The Executive Committee voted against the motion, it was defeated by vote of 0-19-1.

B. SOUTHERN SECTION ACTION ITEMS

1. Proposed CIF Southern Section 2014/15 Budget	Exec. Cmte. Supports	SS488
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There was a motion made and a second to support. Discussion held. The Executive Committee unanimously recommended to support by vote of 20-0.

2. Investment Policy Statement	Exec. Cmte. Supports	SS492
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The Committee was presented with the final draft of the Investment Policy Statement and legal opinion for review. There was a motion made and a second to support the statement. The Executive Committee unanimously recommended to support by vote of 20-0.

4. NON-ACTION ITEMS

A. There were no State Federated Council non-action items.

B. There were no Southern Section non-action items.

5. NEW BUSINESS

A. Proposal Recommendation for Second Level of Appeal for Area Placement Decisions

A history of area placement appeal procedures was provided by Commissioner by Rob Wigod. Due to recent legal outcomes, it is being recommended that a two level appeal procedure be implemented for area placement. Discussion was held about the most appropriate group to hear the appeals and this will be discussed further at the Executive Committee meeting on May 14, 2014.

Break 2:40 p.m. – 2:49 p.m.

B. Consideration of the Following Schools for Membership for the 2014-2015 School Year

1. Foothill Technology High School	Exec. Cmte. Supports	5B1
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The membership evaluation was completed by Bill Dabbs, Executive Committee member. The school requesting membership has intentions to join the TriValley Athletic Association with varsity sports only and will be fielded by their incoming freshmen students. The sophomore, junior, and senior students will have the choice to compete with the current multi-campus school agreements or participate at Foothill Technology High School. Local public facilities through parks and recreation and the local junior college will be used. Recommendation is for full membership. Discussion held.

5. NEW BUSINESS (Cont.)

There was a motion made and a second to support a full unrestricted membership. The Executive Committee unanimously recommended to support by vote of 19-1-0.

2. Santa Clarita Valley International Charter School

Exec. Cmte.
Supports

5B2

The school requesting membership has intentions to offer all varsity sports to provide opportunities for their 9-12 grade students. They will use city parks in the area and area high school facilities have been offered. SCVI will be freelance and then look to join small private schools for leaguering purposes in the future. There are no plans to field football. Recommendation is for full membership. Discussion held.

There was a motion made and a second to support a full unrestricted membership. The Executive Committee unanimously recommended to support by vote of 20-0.

C. Corporate Investment Banking Resolution

Approved

Mitch Carty

Chief Financial Officer, Mitch Carty explained to the Committee the need to move CIF Southern Section funds to a new bank account for the purpose of investing and long term reserves. Discussion held. There was a motion made and a second to support the opening of a new account. The Executive Committee unanimously recommended to support by vote of 19-0.

6. CLOSED SESSION

The Committee began closed session at 3:37 p.m. to receive a legal update from Rob Wigod, Commissioner. There was no action taken and the regular meeting of the Executive Committee resumed at 4:38 p.m.

7. REPORT SESSION

A. President's Report

Jim Monico

Jim Monico commended Commissioner Rob Wigod for his professionalism throughout the arbitration process and recent legal proceedings. He has been traveling extensively on behalf of the CIF Southern Section to various events and championships and appreciates the opportunity to participate and represent the section at the Southern Section playoffs as well at Regional and State events.

B. Treasurer's Report

Carter Paysinger

The Treasurer's report was given by Reggie Thompkins, and generally expenses are down overall. He gave an overview of which sports will meet budget target, which sports will exceed their target budget and sports which will not meet budget targets.

C. Commissioner's Report

Rob Wigod

The Commissioner commended staff on successful winter playoff events and provided an overview to the Committee of the status from the three areas affected by the recent legal decision. He reminded the Committee of the need for a quorum for voting purposes at the upcoming Special Meeting of the Executive Committee on April 16, 2014. He then reviewed the Playoff Groupings process that will follow all Releaguering procedures and reminded the group of the Council Meeting on June 10, 2014 that will be held if there are appeals for the Playoff Groupings.

D. Executive Committee Member Reports

Bill Dabbs – He had an opportunity to attend soccer and basketball playoff events during winter playoffs and felt both events were well run.

7. REPORT SESSION (Cont.)

Monica Colunga – She voiced her appreciation for the hard work and diligence of the CIF Southern Section staff.

Rita Dever – She shared her story of becoming involved with the Executive Committee and feels by participating, she has become more knowledgeable overall not only with athletics but she has become a better principal.

Debi Weiss – She provided updates on recent Activities Director conferences and workshops CSADA representatives have recently been involved with and upcoming summer camp programs.

Jeff Jordan – He reported about the recently completed releguing process for the Mt. Sac area and feels the process works if it is followed as intended.

Sam Buenrostro – He had the opportunity to participate with CIF Southern Section basketball and soccer playoffs and CIF State basketball finals. He reported the Corona-Norco District faced challenges and recently developed guiding principles of athletics and updated guides and handbooks for parents and coaches. He offered the materials to the Committee members and their districts to use as a resource if needed.

Don Sedgwick – He attended winter playoff events and appreciates the opportunity to participate with the Committee. His district is currently working on ways to fund stipends for coaches.

Todd Arrowsmith – He expressed his gratitude for all the opportunities with athletics and the Committee and spoke about CADA and how it works to bring athletics and activities together on school campuses.

Kristine Palle – She reported on her recent visit to NFHS and provided the Committee with information on educational resources provided by NFHS on their website (www.nfhslearn.org) for students, parent groups, coaches, and schools.

Rainer Wulf – He stated basketball playoffs open division went well for the inaugural year and commended the committee chair and members for their assistance and work. He informed the group of his administrative assistant, Sharon Hodge will celebrate her 25th anniversary working with the CIF Southern Section on April 5, 2014.

Glenn Martinez – He felt wrestling had a very successful season and the Ontario Citizen's Bank Arena was a great venue for the playoffs and everything went well.

Dave Reid – He attended the basketball event at the Honda Center and wrestling at Ontario Citizen's Bank Area and really enjoyed both events. He also attended the State basketball event and was impressed with hearing the kids speak at the press conferences.

Charlie Ricards – He thanked Rob for the opportunity to attend the upcoming NFHS conference in Boston and offered compliments to Brandi Stuart, Assistant Commissioner for her assistance with an eligibility issue and all the office staff who are always helpful.

Chris Caldwell – He attended the basketball playoffs at the Honda Center and commented on what a great event it was. He thanked Rob Wigod for visiting Rancho Mirage High School and said he was able to introduce him to the inaugural coaching staff of the new school.

Jim Perry – He asked the Committee to forward any nomination recommendations for the Hall of Fame and Distinguished Service Awards to Dr. John Dahlem; nominations are due May 1, 2014.

Terry Orabona – She was able to attend the regional girls wrestling and water polo events and really enjoyed the athleticism at the events. She thanked Rob Wigod and Brandi Stuart for joining the Women's Sports Day event where there were over 1200 participants, she asked the Committee to forward any suggestions for speakers for next year's event. She mentioned a fundraising opportunity to the group that is currently in place at her school, Communities for Cause fundraising and explained how simple it has been to raise funds for their programs.

7. REPORT SESSION (Cont.)

Sandy Gahring – She reported the CSADA conference is being held in San Diego next week and encouraged all to attend if possible. Azusa High School has used the resources on the NFHS website and offered free entry to a game for parents who brought a certificate for completing the Sportsmanship Training on the NFHS website.

Paul Kostopoulos – He truly appreciates the involvement of all committee members and how each member makes students and athletics a priority and he looks forwards continued work with CIF Southern Section.

Mark Rose – He appreciated the leadership and work of Tony Diaz and Rob Wigod throughout the releguing issues and legal process.

Reggie Thompkins – He was able to attend many playoff events, both CIF Southern Section and State events and commended the two entities for really working together and the joint efforts to have playoffs support the kids and schools.

8. ADVANCE PLANNING

A. DATES

1. April 16, 2014 – Special Meeting of the Southern Section Executive Committee, CIF Southern Section Office, Los Alamitos, California 9:00 a.m.
2. April 23, 2014 – Special Meeting of the Southern Section Executive Committee, Teleconference, 9:00 a.m.
3. April 30, 2014 - Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
4. May 14, 2014 – Southern Section Executive Committee Meeting, Spaghetтини Restaurant, Seal Beach, California, 12:00 p.m.
5. June 10, 2014 – Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
6. June 17, 2014 – Champions for Character Golf Tournament, Rio Hondo Golf Club, Downey, California

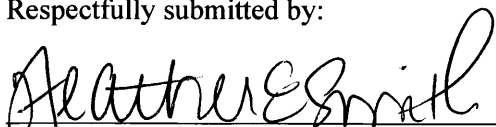
B. SUGGESTED AGENDA ITEMS

1. May 14, 2014 Discuss/Review Proposal Recommendation for Second Level of Appeal for Area Placement Decisions

9. ADJOURNMENT

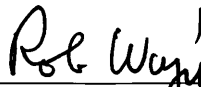
- A. The meeting was adjourned at 5:17 p.m.

Respectfully submitted by:



Heather Smith, Executive Assistant

Approved by:



Rob Wigod, Commissioner of Athletics



Capistrano Unified School District
Excellence in Education

Dana Hills High School

33333 Golden Lantern • Dana Point • California 92629
(949) 496-6666 • FAX (949) 489-8317

April 24, 2014

Mr. Wigod,

I am requesting to be placed on the Executive Committee Agenda scheduled for May 14th, 2014 regarding a multi-school team agreement between Dana Hills High School and Capistrano Connections Academy. This is an appeal to the CIF Southern Section as the initial proposal was voted down (9 no votes, 1 abstention) by the Coast View Athletic Association.

Thank you for your consideration,



Jason Allemann, Ed.D.

Principal, Dana Hills High School

*A California Distinguished School
A National Blue Ribbon School*

CIF APPLICATION FOR NEW MULTI-SCHOOL MEMBERSHIP STATUS (CIF Form 303 NEW)

SCHOOLS: RETURN COMPLETED APPLICATION TO YOUR CIF SECTION OFFICE. Applications are Due **NO LATER THAN MAY 31, 2014** (in the CIF Section Office)

CIF Section: Southern

Date of Application: Jan 20, 2013

FEES FOR THE TOTAL DUES AMOUNT MUST ACCOMPANY THIS APPLICATION. MAKE CHECKS PAYABLE TO STATE CIF.

* 14 x \$0.63 = _____

Total # of students _____ Total Dues _____
(CIF member school & multi-school students)

- Please complete signatures on all lines below.
- NEW APPLICATIONS must be filed by May 31 of the current school year **WITH ALL FEES ATTACHED WITH THE APPLICATION.**
- NEW APPLICATIONS received **AFTER May 31 WILL NOT BE APPROVED.**
- Applications received without fees attached will be returned to applicant for re-submission as long as the fees are submitted prior to the deadline of May 31 of the current school year.

NEW APPLICATION

Dana Hills High School
(CIF Member School requesting multi-school teams status)

9-12
(Grade levels involved)

33333 Golden Lantern Dana Point
(Street Address) (City)

92629
(Zip)

Jason J. Allemann Ed. D
(Principal designated to have administrative responsibility)

List school(s) or campus(es), location(s), and grade level(s) to be unified with the above listed CIF school for sports team purposes:

School Name: Capistrano Connections Academy

Address: 26800 Aliso Viejo Pkwy

Aliso Viejo, CA 92656

Principal's Name: Richard Savage Ed.D

Please specify, even though you are a continuation high school, whether your board of education considers the school an alternative school.

List reason(s) for request: Fair and equitable option for students enrolled in a district charter school to participate on home tea

List sport(s) by team to be included (identify as student, boys, or girls):

Football(both), Cross Country (both), Tennis (both), Golf(both), Volleyball (Both), Water polo (both), Soccer (both), Basketball (both), wrestling (both), baseball, softball, swimming (both), Track and Field (both), Lacross (both)

CBEDS enrollments (required):

CIF member school: 9-12: _____ +
School/programs(s) to be unified: 9-12: 14 = _____
Total students (transfer total to * at top of page for invoicing)

The following signatures indicate that State CIF Rule 303 has been read and certifies that all the required conditions have been met for this multi-school status request (see attached CIF Bylaw 303):

(Signed) _____	(School) _____	4/24/14 (Date)	Principal, CIF Member School
(Signed) _____	(School) _____	4/23/14 (Date)	President, Board of Education, CIF Member School
(Signed) _____	(School) _____	3/31/14 (Date)	Principal, Non CIF School Involved (attach additional pages as necessary)
(Signed) _____	(School) _____	3/31/14 (Date)	President, Board of Education, Non Member School
(Signed) _____	(Date) _____		President, _____ (League)
(Signed) _____	(Date) _____		Commissioner, _____ (CIF Section)

Permission to field multi-campus or unified sports teams as indicated in this application is granted for the 2014-2015 school year.

State CIF Executive Director _____

_____ Date

CVAA MEETING MINUTES

January 22, 2014

PRESENT: **ANHS** – Chris Carter, Mike Middlebrook **CAPO** – Kevin Astor, Chad Addison **DHHS** – Jason Alleman, David Georgia, Ken Nedler **ETHS** – Terri Gusiff, John Johanson, Jon Van Tassell **LHHS** – Brian Ferguson, Scott Johnson, Megan O’Gara, Jay Chadwick **MVHS** – Ray Gatfield, Troy Roelen, James Newton **SCHS** – Dipali Potris **SJHHS** – Tom Ressler, Armando Gonzalez **THS** – Gil Ramirez, Marc Patterson **THHS** – Craig Collins, Amanda Bentley, Kurt Walker, Karen Watson and Lynda Flynn

CALL TO ORDER: Meeting called to order by Craig Collins at 8:40 a.m.

MINUTES from 10/22/13 approved as presented; Motioned (Gusiff), seconded (Ressler); motion passed.

TREASURER’S REPORT by Karen Watson:

- a. Karen Watson presented the bank reconciliation report as well as the most recent bank statement ending 12/31/2013 with a balance of \$45,251.07. Discussed Cross Country Cluster Meet total expenditure of \$1,990 which breaks down to \$199 per school. Motioned (Gatfield), seconded (Ferguson) to approve treasurers report as presented; motion passed.
- b. Wrestling Meet Manager is Mark Calentino, San Clemente High School

ACTIVITIES DIRECTOR REPORT by Linda Kimble:

- a. There is scheduling inequity within the leagues for home Friday night games for basketball. Could schedulers please review to ensure equity? Response: Schedules were adjusted to account for CUSD calendar changing after schedules made. Effort will be made going forward to maintain an equal number of home games on Friday nights.
- b. Confirming Basketball start time of 4:30 – schools are varying start times due to lower level games starting late enough to fall in the charging window. Discussion tabled til 4/23/14.
- c. Activities Directors had a discussion on whether to start charging for Water Polo and Soccer games. Majority of schools felt the cost of manning the gate would exceed ticket sales. Soccer would be too difficult to maintain gate entrance due to open fields.
- d. Parents with CVAA cards – it has been brought to the attention of the Activities Directors that CVAA cards are being distributed to different groups at different schools causing complaints to the Activities Directors. Should we lower the number of cards or limit to who gets them? Response: table discussion to 4/23/14
- e. Revisit CVAA card number – table til 4/23/14
- f. Discrepancy between CVAA Constitution Article 1, section 6 and CIF Cheering Section regarding face painting. CVAA does not allow and CIF allows minimal, appropriate face painting. Discussion ensued both pro and con; safety versus spirit. Ressler moved to waive the 14 day notification period to discuss changing constitution, Gusiff second. Motion did not pass. Athletic Directors will discuss at their next meeting and give notice of intent to vote to change the constitution so a vote can be taken at the 4/23/14 meeting.
- g. Confirm Aliso Niguel as hosts for the two school year period 2014-2016. Yes!
- h. Senior and Military discounts were discussed and no one wanted to change constitution to give discounts.

ATHLETIC DIRECTORS REPORT by Kurt Walker:

- a. Fall schedules have been distributed for a preliminary look. Winter and Fall schedules to be approved at 4/23/14 meeting. John Johansen proposed that CUSD pick up the change fees after schedules are out if the changes accommodate late changes to the CUSD schedule. It was also suggested that an Athletic Director and Activities Director request to sit in on the CUSD calendar meeting.
- b. Kurt Walker brought up 10/31/14 is a Friday night and should we consider changing football to Thursday, October 30th due to the possibility of no school on 10/31 to avoid changes after the schedules are approved. Alleman motioned to make the change, Ressler seconded; motion passed 9-0.

NEW BUSINESS by Craig Collins:

- a. Richard Savage, principal of Capo Connections School requested his school be granted a Multi-School Agreement with the CUSD. The request came to him from a parent of a student in the Dana Hills attendance area. He proposed all students would compete in their school of attendance area. A discussion followed regarding CCS total enrollment being attached to high schools in both leagues, thus possibly changing their ranking and how Multi School agreements affect high schools. Alleman motioned to approve Capo Connection request, Gatfield seconded; motion did not pass 0-8 with 1 abstention.

CIF REPRESENTATIVE REPORT by Tom Ressler:

- a. ACTION ITEMS:
 1. No action items as of yet, but representatives will go with unobstructed votes to make choices as discussed and recommended on non-action items. Meeting is Friday, January 25, 2014.
- b. NON ACTION ITEMS:
 1. State Swim and Dive Non Divisional Championships look like they are moving forward. Representatives will vote yes.
 2. By Law 600 – wants to allow kids to participate in club sports during high school season. Representatives will vote no.
 3. Practice time restriction from State Sports Medical Committee – proposed limit of hours of practice to be in line with NCAA. Representatives leaning voting no.
 4. A proposal is going forward to allow schools who host tournaments to guarantee 5 games with only a 2 game charge.

SCHOOL REPORTS:

THHS – New football coach is Tony Henney from Ojai, CA.

ADJOURNMENT: Meeting adjourned at 10:22

NEXT MEETING April 23, 2014

Heather Smith

From: Rob Wigod
Sent: Friday, May 02, 2014 9:36 AM
To: Heather Smith
Subject: FW: School Board update and signed Multi School Agreement
Attachments: Scanned from a Xerox Multifunction Device.pdf

Here you go....

Thank you,

Rob

From: Reid, Matthew F. [mailto:MFREID@capousd.org]
Sent: Friday, May 02, 2014 8:53 AM
To: Rob Wigod; Allemann, Jason J.; Collins, Craig - Trabuco Hills High School (Craig.Collins@svusd.org)
Subject: School Board update and signed Multi School Agreement

Good morning,

Below is the information that was given to the CUSD School Board for the consideration of the Multi School Agreement between Dana Hills High School and Capistrano Connections Academy. I have also attached the signed agreement between CUSD and Capistrano Connections Academy. Please let me know if you need anything else. Have a great day.

Multi-School Agreement between CUSD in the Coast View Athletic Association League and Capistrano Connections Academy Charter School---The District and Saddleback Valley Unified School District are part of the Coast View Athletic Association (CVAA), which includes the following high schools: Aliso Niguel, Capistrano Valley, Dana Hills, San Clemente, San Juan Hills, Tesoro, El Toro, Laguna Hills, Mission Viejo, and Trabuco Hills. The CVAA oversees athletics for all of its member schools, under CIF's direction.

On January 22, 2014, Capistrano Connections Academy Principal Richard Savage asked the CVAA to approve a multi-school agreement between the District's schools in the CVAA and Capistrano Connections Academy. A Capistrano Connections Academy parent would like his daughter to participate in athletic programs at Dana Hills High School. Dana Hills High School Principal Dr. Jason Allemann brought the motion to the CVAA for a vote. The motion was voted down unanimously. Capistrano Connections Academy would now like to appeal this decision to the CIF Southern Section. CUSD Board approval is a required step before this can be appealed to the CIF Southern Section.

Over the last three years, one multi-school agreement motion was considered for San Clemente High School on behalf of Orange County School of the Arts to the CVAA League for consideration, but was voted down unanimously.

Things to consider:

- CIF requires that a student participating in athletics through a multi-school agreement be

enrolled in at least one class for credit at the CIF member school that fields the team. This would impact staffing at the high schools.

- The enrollment figures for non-CIF member school/program students residing in the CIF member school's attendance area must be included in the CIF member school's enrollment using the CBEDS enrollment figures. This could potentially change the playoff division of a CVAA school for those sports using enrollment as a factor.
- Per CIF Blue Book §303 (C1), "the administrative responsibility for all students involved in athletics shall rest with the principal of the CIF member school for which the student(s) is competing."
- If this agreement is approved by the District, and the CIF Southern Section grants an appeal, this would affect the four Saddleback Valley Unified School District high schools as well.
- The multi-school agreement does not guarantee that a student will be placed on a high school athletic team, only that a student may try out for a team and compete for that CIF member school should he/she make the team.

Matthew Reid
Coordinator, Athletics and Extra-Curricular Programs
Capistrano Unified School District
mfreid@capousd.org
(949) 234-9482

Telephone: (562) 493-9500
FAX: (562) 493-6266

CIF Southern Section Membership Application

School Year	2014-15		
Name of School	The Academy Charter High School		
Street Address	1901 N. Fairview Street		
City and Zip Code	Santa Ana, 92706		
School Telephone	(714) 619-0245	Athletic Telephone	(714) 619-0160 Fax (714) 796-2145

Type of School (Check where applicable)

<input checked="" type="checkbox"/>	Grades 9-12	<input type="checkbox"/>	Grades 10-12		
<input checked="" type="checkbox"/>	Public	<input type="checkbox"/>	Private		
<input checked="" type="checkbox"/>	Coed	<input type="checkbox"/>	All Boys	<input type="checkbox"/>	All Girls

Number of Students per Grade (Current Year) 9th 120 10th _____ 11th _____ 12th _____ Total _____

Anticipated Future Enrollment 3 Years Hence 360 5 Years Hence 480

New Public High Schools under Construction – Planned Opening Date _____

Charter Schools Only – Chartering District/Institution Orange County Department of Education

Athletic Program Goals and Objectives To develop leadership and teamwork skills through participation in interscholastic sports.

Athletic Administration

Name of Principal Anthony Saba Principal's email asaba@theacademyoc.org
Name of Athletic Director Adam Sheppard Athletic Director's email asheppard@theacademyoc.org

Athletic Director Qualifications (Professional Training and Experience)

Mr. Sheppard is a former collegiate athletic trainer with a master's degree in kinesiology (with an emphasis in youth sports coaching). Prior to coming to The Academy, Mr. Sheppard taught physical education at various elementary schools in Santa Ana, as well as taught physical education methods courses in the UC Irvine School of Education.

Facilities (Attach a full list of locations of sports play that are off campus and a complete list of sports if applicable):

Sport	Practice Facility	Game Site and Location
Volleyball (Girls)	The Academy	The Academy, Santa Ana College
Cross Country (Boys and Girls)	The Academy	Santa Ana River Trail
Soccer (Boys and Girls)	The Academy	The Academy, Santa Ana College
Basketball (Boys and Girls)	The Academy	The Academy, Santa Ana College
Golf (Co-ed)	The Academy, River View Golf Course	River View Golf Course (Santa Ana)
Baseball	The Academy, Santa Ana Parks and Rec.	Santa Ana Parks and Rec. (Riverview Park)
Softball	The Academy, Santa Ana Parks and Rec.	Santa Ana Parks and Rec. (Riverview Park)

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				Winter			
	<input type="checkbox"/> Cross Country	JV	JV		<input type="checkbox"/> Basketball	JV	JV
	<input type="checkbox"/> Field Hockey				<input type="checkbox"/> Soccer	JV	JV
	<input type="checkbox"/> Football				<input type="checkbox"/> Water Polo		
	<input type="checkbox"/> Golf				<input type="checkbox"/> Wrestling		
	<input type="checkbox"/> Tennis						
	<input type="checkbox"/> Volleyball		JV				
	<input type="checkbox"/> Water Polo						
Spring							
	<input type="checkbox"/> Badminton						
	<input type="checkbox"/> Baseball	JV					
	<input type="checkbox"/> Golf	JV					
	<input type="checkbox"/> Gymnastics						
	<input type="checkbox"/> Lacrosse						
	<input type="checkbox"/> Softball		JV				
	<input type="checkbox"/> Swimming						
	<input type="checkbox"/> Tennis						
	<input type="checkbox"/> Track & Field						
	<input type="checkbox"/> Volleyball						

Coaching Personnel – Please attach a list of all coaches' names and qualifications (professional training and experience).

Accreditation:

To be granted during the second year of development (2014-15)

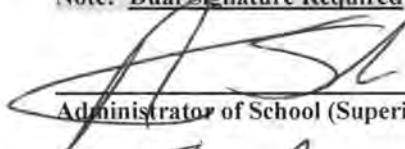
Accrediting Organization Name, Street Address, City, State and Zip Code

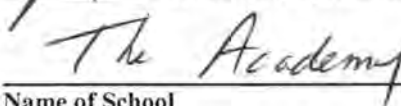
Western Association of Schools and Colleges (WASC)

As a condition of membership, the following applies:

1. Submit a copy of previous October State of California Department of Education affidavit form (CBED's) with application request.
2. School must field one or more athletic teams in each season of sport. (Fall, Winter and Spring)
3. School must offer equal athletic opportunity for both boys and girls, if a coed school.
4. Submit support material such as brochures outlining the aims and objectives of the school, education and extra-curricular programs plus the requirements for graduation with application.
5. Submit application fee of \$100 with application.
6. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be assessed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.
7. 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.
8. 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.
9. Application must have dual signatures of the chief administrative officers of the school, e.g. principal/superintendent and Board/Trustee officer.
10. Applications must be received by May 1st for membership in the following school year.

Note: Dual Signature Required

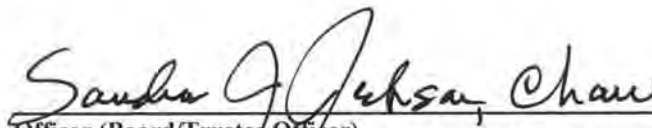


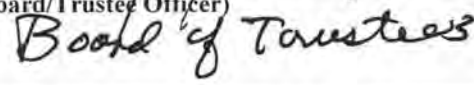
Administrator of School (Superintendent/Principal)


Name of School

4/22/14

Date



Officer (Board/Trustee Officer)


Name of District Board

4/22/2014

Date

Approved by CIF Southern Section Executive Committee

Area Placement _____

Date

Status:

☐ Full Unrestricted

☐ Probationary

☐ Denied

Commissioner of Athletics

Special Conditions of Membership _____

The Academy Charter High School Athletics
List of Coaches

FALL

Cross Country (Boys and Girls) – Ray Kalbhenn

- Mr. Kalbhenn has 8 years of experience teaching physical education and is the current PE teacher at The Academy.

Volleyball (Girls) – LaCretia Smith

- Coach Smith played collegiate volleyball at California State University, Fullerton and helped establish a Volleyball Club on campus this year to help us prepare for CIF competition next year.

WINTER

Basketball (Boys and Girls) – Al Smith and Glenn Wilkerson

- Coach Smith is currently the coach of the Orange County-based semi-professional basketball team, the Novastars (American Basketball Association). He helped us establish a Basketball Club on campus this year to help us prepare for CIF competition next year.
- Coach Wilkerson is the assistant coach of the Novastars (with Coach Smith) and was instrumental in establishing the Basketball Club on campus.

Soccer (Boys and Girls) – Omar Santana

- Coach Santana has ## years of coaching experience with various club soccer teams in the area. He helped us establish a Soccer Club on campus this year to help prepare us for CIF competition next year.

SPRING

Baseball (Boys) – Ray Kalbhenn

- Mr. Kalbhenn has 8 years of experience teaching physical education and is the current PE teacher at The Academy.

Softball – Adam Sheppard

- Mr. Sheppard is a former athletic trainer for the UCLA Women's Softball team and has 5 years of experience coaching baseball and softball at various levels.

Golf (Co-ed) – Blaine Jones

- Mr. Jones is the current Earth Science teacher at The Academy and is in the process of developing a Golf Club on campus.



2013-14 CBEDS - Online Reporting Application (CBEDS-ORA)

SIF Summary of Current and Last Year

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [CBEDS Resources](#) | [Main Menu](#) | [Logoff](#)

School: The Academy
CDS Code: 30103060126037

A. Number of Classified Staff	2012-2013		2013-2014		Change		Percent Growth	
	CDIF	SIF	CDIF	SIF	CDIF	SIF	CDIF	SIF
Paraprofessionals (full and part-time)	0	0	0	1	0	1	n/a	100.0
Office/Clerical (full and part-time)	0	0	0	1	0	1	n/a	100.0
Other Classified (full and part-time)	0	0	0	2	0	2	n/a	100.0
Total	0	0	0	4	0	4	n/a	100.0
Full Time Equivalent of Classified Staff	2012-2013		2013-2014		Change		Percent Growth	
	CDIF	SIF	CDIF	SIF	CDIF	SIF	CDIF	SIF
Paraprofessionals (full and part-time)	n/a	n/a	0	0	n/a	n/a	n/a	n/a
Office/Clerical (full and part-time)	n/a	n/a	0	1.00	n/a	n/a	n/a	n/a
Other Classified (full and part-time)	n/a	n/a	0	2.00	n/a	n/a	n/a	n/a
Total	n/a	n/a	0	3	n/a	n/a	n/a	n/a

B. Educational Options	2012-2013	2013-2014	Change	Percent Growth
Alternative Schools and Programs of Choice (K-8)	0	0	0	n/a
Alternative Schools and Programs of Choice (9-12)	0	0	0	n/a
Magnet Schools or Programs (K-8)	0	0	0	n/a
Magnet Schools or Programs (9-12)	0	0	0	n/a
Independent Study/Online Education	2012-2013	2013-2014	Change	Percent Growth
Students taking one or more classes through Independent Study (K-8)	0	0	0	n/a
Students taking one or more classes through Independent Study (9-12)	0	0	0	n/a
Students taking more than 50% of their classes through Independent Study (K-8)	0	0	0	n/a
Students taking more than 50% of their classes through Independent Study (9-12)	0	0	0	n/a
Students taking one or more classes through Online Education (K-8)	0	0	0	n/a
Students taking one or more classes through Online Education (9-12)	0	0	0	n/a
Students taking more than 50% of their classes through Online Education (K-8)	0	0	0	n/a
Students taking more than 50% of their classes through Online Education (9-12)	0	0	0	n/a

Number of Independent Study Graduates	0	0	0	n/a
---------------------------------------	---	---	---	-----

C. Technology	2012-2013	2013-2014	Change	Percent Growth
Number of Computers less than 48 Months Old	0	135	135	100.0
Number of Instructional Settings	0	7	7	100.0
Number of Instructional Settings with High Speed Internet Connection	0	7	7	100.0

E. Parental Exception Waiver from English-Language Classrooms	2012-2013	2013-2014	Change	Percent Growth
Number Requested	0	0	0	n/a
Number Granted	0	0	0	n/a

F. Bilingual Paraprofessional (Aides) Providing Services to ELs	2012-2013	2013-2014	Change	Percent Growth
Bilingual Paraprofessional (Aides)	0	0	0	n/a

G. Estimated Number of Teacher Hires	2012-2013	2013-2014	Change	Percent Growth
Agriculture	0.0	0.0	0	n/a
Art	0.0	1.0	1	100.0
Bilingual Education	0.0	0.0	0	n/a
Business	0.0	0.0	0	n/a
Dance	0.0	0.0	0	n/a
English	0.0	1.0	1	100.0
Foreign Language	0.0	0.0	0	n/a
Health Education	0.0	0.0	0	n/a
Home Economics	0.0	0.0	0	n/a
Life Science	0.0	1.0	1	100.0
Mathematics	0.0	1.0	1	100.0
Music	0.0	0.0	0	n/a
Physical Education	0.0	0.0	0	n/a
Physical Science	0.0	0.0	0	n/a
Reading	0.0	0.0	0	n/a
Self-contained Classes	0.0	0.0	0	n/a
Special Education	0.0	0.0	0	n/a
Social Science/Studies	0.0	1.0	1	100.0
Drama/Theater	0.0	0.0	0	n/a
Trades and Industrial Arts	0.0	0.0	0	n/a
Other Specializations	0.0	0.0	0	n/a

H. High School Graduation Requirements	2012-2013	2013-2014	Change	Percent Growth
English	0.0	40.0	40	100.0
Visual and Performing Arts	0.0	10.0	10	100.0

Foreign Language	0.0	20.0	20	100.0
Foreign Language or Visual and Performing Arts	0.0	0.0	0	n/a
Health	0.0	5.0	5	100.0
History-Social Science	0.0	30.0	30	100.0
Mathematics	0.0	30.0	30	100.0
Physical Education	0.0	15.0	15	100.0
Science	0.0	30.0	30	100.0
Community Service	0.0	0.0	0	n/a
Electives	0.0	40.0	40	100.0
Other Requirements	0.0	0.0	0	n/a
Units in a One-Year Course	0.0	10.0	10	100.0
Math Required for graduation				
Geometry or Integrated Mathematics II (college preparatory)	0.0	10.0	10	100.0
Algebra II or Integrated Mathematics III (college preparatory)	0.0	10.0	10	100.0
Probability and Statistics or Data Analysis	0.0	0.0	0	n/a
Laboratory Science Required for graduation				
Laboratory Science	0.0	10.0	10	100.0

M. Truancy	2012-2013	2013-2014	Change	Percent Growth
Number of Truant Students	0	0	0	n/a

Web Policy

THE ACADEMY

Learning Today, Leading Tomorrow

Parent/Student Handbook 2013–14

Head of School:
Anthony Saba

The Academy
1901 N. Fairview St.
Santa Ana, CA. 92706
(714) 619-0245
<http://www.TheAcademyOC.org>

Trust. Respect. Responsibility.

Revised 8/2013

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THE ACADEMY

Learning Today, Leading Tomorrow

It is with much excitement and anticipation that I'd like to welcome you to the 2013-2014 school year. It's truly an honor to be named the inaugural Head of School of The Academy and our staff has been working hard all summer to ensure your school year will be a successful one. Our teaching philosophy is to allow you to take an active, hands-on role in your learning. We embrace technology, and believe it is especially important in the 21st century that we don't just teach you WHAT you need to know, but show you WHY you need to know it. We also believe that you need to acquire 21st century skills such as collaboration and communication, to go along with the content knowledge you'll learn in each course. These skills will allow you to leave us in four years ready for any challenge that may come your way.

By now you know this is rare opportunity to build a school from the ground up, helping decide long-lasting choices such as our school mascot, colors, and logo. Our inaugural freshmen class will help shape our school culture based on "Trust, Respect, and Responsibility", making choices every day that will leave a lasting impression on our school for decades to come. During these next four years you'll make new friends, many of which will stay close to you for the rest of your life. You will form the foundation on which your future college and career success will rest, and we'll be here to help you every step of the way.

It's truly an honor and a privilege to serve you, and together we're going to build something very special. The Academy will be a school that produces graduates who are knowledgeable and confident... ready and able young men and women poised to become the next generation of American students. I look forward to creating this special environment with you.

Sincerely,

Anthony Saba

Anthony Saba
Head of School, The Academy
asaba@theacademyoc.org

The Big Picture

Vision

Our statement of vision exists as a way to communicate to our students, parents, and community our “big picture” of what it is we strive to accomplish. Our vision is simply:

“Inspiring tomorrow’s leaders towards college and career excellence through an environment of trust, respect, and responsibility.”

What this means is that for us to be successful, all students at The Academy will need to graduate with the knowledge and skills necessary to be successful in college and career.

Core Attributes

The Academy is a free public charter (school of choice) high school, authorized by the Orange County Department of Education. What follows are brief statements about the core attributes of our school.

Instructional Model

Project-based learning is at the heart of the Academy’s instructional approach. Learning takes place within the context of larger projects or problems. Our teachers design challenging projects tied to state and Common Core standards that suit the needs and interests of their students. Students then work in teams to acquire and apply knowledge to solve real-world problems.

Our approach to instruction fundamentally changes the role of teacher and student. Instead of traditional one-to-many instruction (lecture-based), teachers become teachers and coaches who guide students to take charge of their own learning, invent their own solutions, and develop self-management techniques. We invest deeply in the process through ongoing training and support to ensure all teachers at The Academy are successful in this new approach to teaching and learning.

This is not to say that there will be no teacher driven instruction at The Academy, but that it is used as a means to support our students when needed (through workshops), rather than be the main tool used to disseminate information.

Work-based Learning

Work-based learning is a key component of preparing Academy students for success in post-secondary education and careers. All work-based learning experiences involve interaction with industry or community professionals.

Industry leaders will be brought in and consulted with on a continual basis, interacting with staff and students, giving presentations, judging projects, and more. Academy students will also have continual opportunities to experience industries outside of the classroom through job shadowing, career mentors, career fairs, and an eventual internship (graduation requirement).

Cultural Foundation

Trust, respect, and responsibility are the hallmarks of our culture at The Academy, where students and teachers alike share ownership of the learning experience and school environment.

At The Academy, students have a level of responsibility similar to what they might experience in a professional work environment. Working on projects and in teams, students become accountable to their peers, taking individual responsibility to get work done. In this trusted, respectful environment, students decide how to allocate their time, team roles, and how to collaborate. Traditional management tools such as hall passes and class bells are a thing of the past.

Teachers model a team-based collaborative approach. In addition to helping set school rules and policy, they have flexibility to customize classrooms and projects to meet the needs of their students.

1 to 1 Computing

The Academy's innovative approach to instruction and culture is supported by integrated technology. All classrooms have a one-to-one computing ratio; **and each student is checked out a laptop during their four years with us.** With ubiquitous access to web-enabled computers, every student becomes a self-directed student who no longer needs to rely primarily on teachers or textbooks for knowledge.

A web-based system called Echo unifies students' learning experiences, enabling them to share projects online, collaborate with teachers and peers, and create new knowledge.

Contact Information

THE ACADEMY

Learning Today, Leading Tomorrow

Phone

You can reach any member of our staff by phone by calling the high school front office and asking for them by name. If you try to reach us and we're unavailable, please leave a message and we'll get back to you as soon as we can.

Main Office Line	Phone	Fax
The Academy	(714) 619-0245	(714) 619-0252

Email

The best way to reach The Academy staff is by email.

Name	Role	Email
Anthony Saba	Head of School	asaba@theacademyoc.org
Aimee Bilderback	English and EL	abilderback@theacademyoc.org
Natalia Gomez	Campus Supervisor	ngomez@theacademyoc.org
Rocio Gomez	Office Manager	rgomez@theacademyoc.org
Blaine Jones	Earth Science	bjones@theacademyoc.org
Ray Kalbhen	PE/Health	rkalbhenn@theacademyoc.org
Maritza Marquez	Spanish	mmarquez@theacademyoc.org
Nino Polizzi	Engineering / Design	npolizzi@theacademyoc.org
Esteban Quiroz	Student Services	equiroz@theacademyoc.org
Carolyn Ruff	Math	cruff@theacademyoc.org
Adam Sheppard	Student Life	asheppard@theacademyoc.org

Office Hours

Normal office hours are from 7:00am–4:00pm, Monday through Friday.

The office is closed for holidays.

Find Us Online

School Website	http://www.theacademyoc.org
Facebook	https://www.facebook.com/TheAcademyOrangeCounty
Twitter	http://www.twitter.com/TheAcademyOC
YouTube	http://www.youtube.com/channel/UCubX7Ava1ejxO9_MNSQSV0w

Learning Outcomes

THE ACADEMY

Learning Today, Leading Tomorrow

All Academy students are expected to grow and excel in the following areas. Content and skill mastery are measured as a percentage of each individual course grade.

Outcome	Description	Percentage
Written Communication	Students will clearly and accurately convey information in written form.	10
Oral Communication	Students will clearly and accurately convey information in spoken form.	10
Collaboration	Students will work together effectively to participate, overcome obstacles, hold others accountable, and build consensus.	10
Agency	Students will grow their intelligence through effort, practice, and challenge. Students will exhibit professionalism at all times.	10
Knowledge and Thinking	Students will understand the academic curricula offered at The Academy.	60
		100

Echo Online Gradebook:

Grades for learning outcomes are entered into "Echo" by the teachers as work is completed in each course. Parents and students are given access to Echo during the first two weeks of school. If you ever have trouble accessing Echo, please contact our front office.

Course Grades

Grades at The Academy are derived from a variety of sources such as tasks, homework, quizzes, tests, discussions, projects, and observations. Students and parents are encouraged to consult project outlines and grading rubrics for specific details about the academic expectations in each specific course.

Rubric Scores

Rubric Scale	Percentage Scale	Interpretation
Incomplete	0	The student has not provided any evidence to assess understanding of measured knowledge and skills.
Does not meet standards	1–69%	The student's work does not demonstrate understanding of the required knowledge and skills.
Basic	70–79%	The student's work provides evidence for assessment but demonstrates minimal understanding of measured knowledge and skills.
Proficient	80–89%	The student's work demonstrates sufficient understanding of measured knowledge and skills.
Advanced	90–100%	The student's work demonstrates outstanding scholarship and fluent understanding of the measured knowledge and skills.

Letter Grades

Course letter grades will be assigned and recorded using the following scale:

Percentage Score	Letter Grade	Grade Points
98–100	A+	4.0
92–97	A	4.0
90–91	A-	3.6
88–89	B+	3.4
82–87	B	3.0
80–81	B-	2.6
78–79	C+	2.4
72–77	C	2.0
70–71	C-	1.6

68-69	D+	1.4
62-67	D	1.0
60-61	D-	0.6
0-59	F	0.0

Report Cards

Report cards will be sent home at the end of each quarterly grading period. If you do not receive a report card, please call the school immediately.

Grading Periods & Semesters

A "grading period" lasts approximately 9 weeks with some longer or shorter to accommodate holidays and breaks. A semester consists of two grading periods. Official transcript grades are recorded and grade point averages calculated at the end of each semester.

Here is the 2013-14 calendar for grading period end dates:

1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period
October 18 th	December 20 th	April 4 th	June 19 th

Semester Grade Calculation

Final semester grades at The Academy will be cumulative and based on the entire semester. First quarter grades are progress reports, only meant to notify students and parents of current academic standing. Each course will have a final exam at the end of each semester and may include a culminating project.

Graduation Requirements

At The Academy, students can earn up to 5 units for each semester of successful course completion.

Subject	Units
English	40
Math	30
Social Studies	30
Science	30
P.E. & Health	20
Foreign Language/Fine Arts	10
Career Pathway	40
Virtual Enterprise	10
Internship	5
Electives	5
	220

Additional Graduation Requirements

** In addition, students graduating from The Academy must pass both the Math and English portion of the CAHSEE (California High School Exit Exam)

Additional Notes

1. All students will be able to meet CSU (Cal State University) , UC (University of California), State and County requirements.
2. All subjects will be taught by fully credentialed teachers.

(No) Bell Schedule

At The Academy, there are no bells and the schedule can occasionally be modified to accommodate special events. As young adults, students are expected to login to Echo each morning to view the daily agenda and plan accordingly.

Default Schedule

What follows is a default schedule to be followed on most days:

M	T	W	TH	F
Period 1 (50) 8:00 - 8:50	Period 1 (50) 8:00 - 8:50	Period 1 (50) 8:00 - 8:50	Period 1 (50) 8:00 - 8:50	Period 1 (50) 8:00 - 8:50
Period 2 (50) 8:55 - 9:45	Period 2 (50) 8:55 - 9:45	Period 3 (100) 8:55 - 10:35	Period 2 (100) 8:55 - 10:35	Period 2 (50) 8:55 - 9:45
Period 3 (50) 9:50 - 10:40	Period 3 (50) 9:50 - 10:40	Period 5 (100) 10:40 - 12:20	Period 4 (100) 10:40 - 12:20	Period 3 (50) 9:50 - 10:40
Period 4 (50) 10:45 - 11:35	Period 4 (50) 10:45 - 11:35	Lunch (30) 12:20 - 12:50	Lunch (30) 12:20 - 12:50	Period 4 (50) 10:45 - 11:35
Period 5 (50) 11:40 - 12:30	Period 5 (50) 11:40 - 12:30	Period 7 (100) 12:55 - 2:35	Advisory (45) 12:55 - 1:40	Period 5 (50) 11:40 - 12:30
Lunch (30) 12:30 - 1:00	Lunch (30) 12:30 - 1:00	X Block (45) 2:40 - 3:25	Period 6 (100) 1:45 - 3:25	Lunch (30) 12:30 - 1:00
Town Hall (30) 1:05 - 1:35	Advisory (30) 1:05 - 1:35	ASP (90) 3:30 - 5:00	ASP (90) 3:30 - 5:00	Period 6 (50) 1:05 - 1:55
Period 6 (50) 1:40 - 2:30	Period 6 (50) 1:40 - 2:30			Period 7 (50) 2:00 - 2:50
Period 7 (50) 2:35 - 3:25	Period 7 (50) 2:35 - 3:25			X Block (30) 2:55 - 3:25
ASP (90) 3:30 - 5:00	ASP (90) 3:30 - 5:00			

Advisory

Advisory is a time to focus and reflect upon ourselves, our school, our community, and our world. It is expected that all students participate in Advisory activities and projects.

X-Block

X-Block is designated time each week for students to seek help from their teachers. Students will have no specific requirement during this time (unless needed) and all teachers will be in their classrooms ready and willing to assist those in need. Students in good academic standing will be allowed to work independently, or in groups around campus during this time.

Town Hall

Town Hall is a weekly all-school event that is an important part of The Academy's culture. Academy news, highlights, and student recognitions are just some of the aspects of Town Hall.

After School Program

The Academy's After School Program is mandatory for all students, with some exceptions (with administrative approval), and is held Monday-Thursday from 3:30-5:00pm. Students will have multiple choices to choose from in each session, and most sessions last around 7 weeks.

Lunch

Students will have a full thirty minute break for lunch.

Lunch at The Academy is "closed" and students are not permitted to leave the campus without following check-out procedures in the front office.

Students are permitted to bring their own lunch to school or purchase their lunch from our cafeteria. Students may apply for free and reduced lunch if they're eligible.

Students are expected to use their time at lunch socially and responsibly while taking care of personal needs before their next class begins.

Students may choose to work through lunch in the learning spaces provided they have approval from a teacher.

PE Lockers and PE Dress Code

All PE lockers assigned to pupils are the property of The Academy. At no time does the school relinquish its exclusive control of its lockers. School authorities may search lockers and locker contents at any time, without notice, without parent(s)/guardian(s) or student consent, and without a search warrant.

- Students are responsible for the security of their belongings inside school lockers and are advised **not** to keep valuables and personal possessions in their lockers. Students should lock their lockers and not give their combination to others. The school cannot be responsible for personal property.
- Locker assignments are made in the office and changes can only be made in the office.
- Please report any defective locker or lock to the office immediately.
- Do not share your locker or your locker combination with anyone. Unless you have a locker partner, you should be the only person with knowledge of your combination. Do not share your locker with anyone who was not assigned by the office.
- Lockers will be cleaned out on the last day of school. Any items left by the student that do not belong to the school will be discarded.
- Students are cautioned to secure their belongings according to the direction given by their physical education instructor. All reports of theft are to be made immediately to the physical education instructor.
- Until The Academy provides official PE clothing, students will be expected to be properly dressed for each day of PE class. Students will have their choice of wearing black/grey/blue shorts t-shirts with running shoes. Logos will not be accepted on gym clothes. Fitness related apparel (sweatshirts, sweatpants, etc.) may be worn in chilly weather at the teacher's discretion.
- Dressing inappropriately for PE class will result in a loss of points in the student's learning outcomes grade.
- Injury/Illness – A written note or correspondence from the parent/guardian must be received to excuse a student from an activity up to three days. An excuse for more

than three days must be accompanied by a note from a doctor, as well as a release note to allow the student to return to PE activities.

Lost and Found

Lost items that are found in the school will be held for a period of time in the main office. Lost or stolen items are to be reported to the office manager. Unclaimed items are given to local charities at winter break and at the end of the school year.

Medication

Parents should determine with their physician's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.

If the medication schedule cannot be adjusted then the parent will be asked to fill out a Medication Request and Authorization Form in the main office before the student will be allowed to begin taking any medication during school hours. This written and signed form will need to be submitted on an annual basis and upon a change in medication or medication schedule.

- Prescription medication cannot be stored or dispensed by Academy personnel without written permission from the parent(s)/guardian(s) and the prescribing physician.
- Non-prescription medication can be self-stored and/or self-administered by students with written permission from parents/guardian(s) and directions supplied by a physician.
- All medication containers must be labeled and prepared by a pharmacy or pharmaceutical company and include dosage and frequency of administration.

Off Campus Events

Students at school sponsored off campus events are subject to all school rules and regulations and are subject to the authority of school officials. Students may be restricted from attending these events and may be suspended from school for violations of school rules and regulations.

In order to participate in school sponsored field trips, students are required to maintain passing grades in classes that meet during the scheduled field trip.

Perceived Classroom Problems

At the first sign of concern a parent or student should contact the teacher before a small incident becomes a big problem. Often situations can be resolved at this stage. The accepted procedure to register a serious concern effectively is:

1. Contact the teacher in person, by email, or by phone for an appointment to discuss the concern.
2. For parents, when arriving for an appointment, please check in at the office.
3. Speak to the teacher about the specific problem, and if a change is indicated, agree on a reasonably short time for the change to be implemented.
4. If the concern still exists after meeting with the teacher, make an appointment with the main office to speak to the teacher and Head of School together.

ID Cards

For purposes of school security, all students are required to have their identification (ID) card with them at all times.

Replacement Cards

Lost ID cards, can be replaced in the office at a cost of \$5.00.

- Forgetting an ID, constitutes as "lost" since they are missing that day.
- The \$5.00 fee covers the cost of the replacement materials.
- If a student does not have \$5.00 immediately available, we will bill him or her at the end of each semester.

Electronic Communication Devices (ECDs)

Students are allowed to use personal electronic communication devices (ECDs), including but not limited to: cell phones, media players, personal computers, etc. throughout the school when appropriate.

It is our goal to educate students on the appropriate use of ECDs in a professional setting. We trust that all students will use their ECDs responsibly. Inappropriate use of ECDs can result in complete loss of the privilege (for individuals and groups) and possible disciplinary action.

Academy staff members are not responsible for lost or stolen items.

Attendance

The Academy's Attendance Policy is in accordance with the California Ed Code 48205.

Attendance is a vital factor in academic achievement. Every class period is important. Regular and punctual attendance of students is expected, encouraged and enforced. Students should anticipate an adverse effect on their grade and enrollment status for excessive absences.

To participate in an after school extracurricular or athletic event a student must have been in attendance for the entire day unless excused for another school function, pre-approved by an administrator, or signed out by a parent with administrative approval.

All absences from a class shall be counted except those for school sponsored / sanctioned activities or approved excused absences.

Excused Absence

Absences beyond the control of the student will be considered for excused absence status. Excused absence status removes the absence from affecting the participation grade or from a hearing for removal from school.

Students are required to make up all work missed during an excused absence. When a student wants an absence to be excused he/she must apply to the main office. Vacations may excluded. The Head of School, prior to the vacation, will determine these circumstances. Each case will be decided on its own merit.

Appropriate documentation, provided by the student upon return to school is central to determining what is or is not an excused absence.

With the proper documentation the following absences will be considered for excused absence status:

- ✓ Court appearance
- ✓ Medical reasons
- ✓ Death in family
- ✓ Emergency

Truancy

A student is considered truant each day or part of the day that he or she is inexcusably absent from his or her assigned class. Truancy demonstrates a deliberate disregard for the educational program. Truancy will result in a loss of Agency points for all work assigned for completion that day (at teacher discretion).

Students who miss more than ten (10) consecutive days of school without informing the school of a valid reason could be dropped from the school rolls. The Head of School will hold hearings on any student under the age of 18 who does not attend school as prescribed by state law.

Effects of Excessive Absences on Course Grades

Excessive absences will affect a student's grades and his or her ability to pass classes. At The Academy, attendance and participation can affect a student's grade through assignments and tasks that are measured in certain learning outcome categories (mentioned above).

More importantly, if a student is not in school, he or she is missing out on opportunities to take part in discussions, workshops, and other educational experiences that will add to content literacy. For these reasons (and more), missing school should to be avoided whenever possible.

Make-Up Work

Responsibility for making up work from absences rests with the student. Make-up work must be submitted within a reasonable amount of time determined by the teacher. This does not include pre-arranged absences like vacations and school trips. In these cases, all work should be completed upon student's return to class. Students with missing assignments may be assigned to a classroom during X-Block, lunch, or after school until the work is turned in.

Thankfully, we now live in a digital age and any student who will be out for any reason can still access class agendas, assignments, and online discussions on Echo. Using instant messaging and Skype technologies, students should continue to collaborate with groups/peers while at home. We strongly encourage any student who knows that they will be absent in advance to make arrangements with their group and teachers to continue working from home.

Absence Procedures

Absences happen. When they do, use the following table to guide your decision about what to do:

For expected absences from class:	For unexpected absences from class:
<ol style="list-style-type: none"> 1. Inform all of your teachers and group members when you expect to be absent. It's typically best to start this conversation face-to-face, followed up by an email. 2. Develop a plan for your absence before it occurs. What work can you get done at home? Can you be reached for while away? Remember that you'll be the one absent and therefore it is your responsibility to plan accordingly. 3. Let the office know (with appropriate documentation for extenuating circumstances) when you'll be out of school. 4. On the day of your absence, if you need to leave early, check-out in the main office. 5. If part of your plan, check in with your groups via email, Skype, or 	<ol style="list-style-type: none"> 1. While out of school, if possible, email all of your teachers and group members letting them know when you plan to return and asking if there is anything you can work on remotely. 2. Develop a plan for making up your absence. Look over the agendas for the days missed and ask your teachers for any handouts not in Echo. Be sure to include your group in a conversation about what you missed. 3. Upon returning to school, provide the office with appropriate documentation justifying the reason for absence. 4. Upon your return, if it is in the middle of the day, check-in in the main office. 5. Stay in contact with your teachers

<p>instant message.</p> <ol style="list-style-type: none"> 6. Email your teacher any questions that you have about your work while away. 7. Turn in any work that was due during your absence to your teachers as soon as you return. 	<p>regarding your progress on making up missed work.</p> <ol style="list-style-type: none"> 6. Turn in any work that was due during your absence to your teachers according to your plan.
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Tardiness

Tardiness is defined as not being in class at the designated start time. At The Academy, there are no bells and the schedule can change to accommodate learning activities. Students are expected to familiarize themselves with the schedule and agenda for each day and to find their way to class on time.

1. Being late for a class will result in a loss of points in the student's learning outcomes grade.
2. Excessive tardiness will result in a parent/student conference with the Head of School.

Appropriate Dress

All Academy students will dress in an appropriate manner that is respectful, modest, and professional. Specific guidelines for dress will be developed with the students during the first few weeks of school.

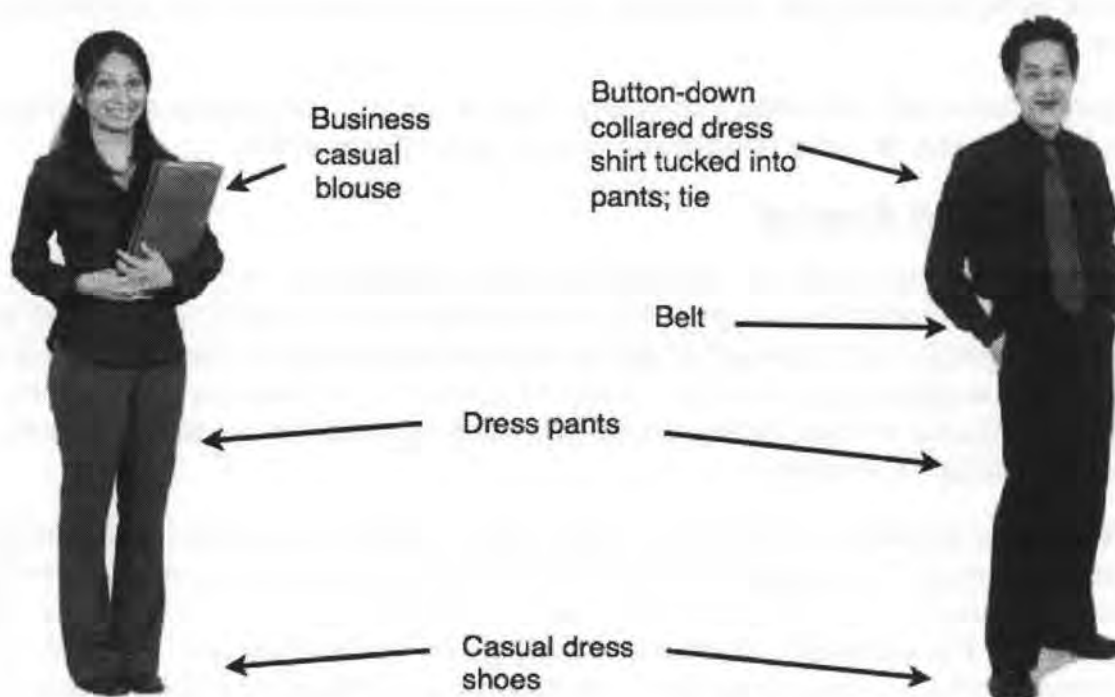
Professional Dress Days

It is an expectation that Academy students dress "up" for presentations, interviews, and business and community meetings that take place in or out of school. We believe this is important for the following reasons:

- To create a more professional environment when we're "showing off " what we do.
- To help teach students what it looks and feels like to work in a professional environment.
- To create a unified school spirit around our professional culture.
- To set a tone for our attitude on days when attitude really matters.

Specifics about what professional dress looks like will be worked out with groups of boys and girls during the first few weeks of school, but as a general guideline, please consider the following:

Clothing Item	Girls	Boys
Tops	Business casual blouse	Button-down collared dress shirt tucked into pants with tie
Bottoms	Khakis, dress pants, knee-length skirt (no jeans, athletic pants, sweatpants, etc.)	Khakis or dress pants with a belt (no jeans, athletic pants, sweatpants, etc.)
Shoes	Business casual shoes or dress sandals (no flip flops, athletic shoes, or slippers)	Business casual shoes (no flip flops, athletic shoes, or slippers)



If you have difficulty obtaining these items on your own, please let us know! We'll be happy to help. Students will be notified in advance of which days are designated as professional dress days.

Books, Laptops, & Supplies

It is the student's responsibility to come to class with the proper supplies to be successful. This includes laptops, paper, and writing implements. A laptop, paper, and pencils will be provided for students at the start of the school year. Textbooks may be used as a

resource in one or more course, and may not be assigned to individual students. In some classes, novels may be assigned to students to take home.

Students will be held responsible for all school materials issued to them and will be required to pay for any damage or the replacement of any item. If a book, laptop, camera, or other school-issued equipment is lost or damaged during the school year, it will be necessary to make arrangements immediately to purchase a replacement.

At the close of the school year, books and laptops are to be returned and damage or wear beyond normal usage will be charged to the student. A fine list is recorded in the office. All fines must be paid as a condition to participate in many school activities, including graduation.

Materials and equipment loaned to the students, such as tools, safety glasses, locks and rulers are to be returned in good condition and any loss or damage will be charged to the student.

Any student found with materials improperly checked out from the school or taken from a classroom is subject to a loss of trust and possibly disciplinary action.

Internet and E-mail

All use of the Internet and E-mail must be in support of education and research and consistent with the educational objectives of The Academy. The use of the Internet and E-mail is a privilege, not a right, and may be revoked at any time for inappropriate use. Attempts by a student to log on to The Academy system as an Academy staff member will result in cancellation of user privileges and may result in disciplinary action up to and including dismissal or expulsion.

It is possible for all users of the Internet and E-mail to access information that is intended for adults. Although The Academy has taken all reasonable steps to ensure the Internet and E-mail connection is used only for purposes consistent with the curriculum, the school cannot prevent the availability of material elsewhere on the Internet or E-mail that may be deemed harmful. Computer security cannot be made perfect and it is likely that a determined user can make use of computer resources for inappropriate purposes.

The Academy will make every effort to protect students and teachers from any Internet or E-mail misuses and abuses.

Food & Drink

In the interest of keeping the school clean and free of pests, we need to limit the amount of food and drink that goes into the learning spaces. For this reason, with the exception of water, no food or drink is allowed in any learning space without the teacher's permission. Furthermore, no water container is to be placed on or above the same plane as a school-issued computer.

Closed Campus

The Academy operates under a “closed campus” policy. This means that our students may not leave the school (between 8:00 and 5:00) without checking out from the office.

Students who have appointments need to check out at the office with their parent or a note granting parental permission.

The parking lot is not considered part of the school building.

Student Visitors

We welcome students from other schools to spend time with us. All student visitors must be approved through the office ahead of time. While here, visitors are expected to follow the guidelines outlined in this handbook and the actions of the visitor are the responsibility of the host student.

Parent Involvement

School effectiveness is positively impacted by regular parent participation. The Academy is always looking for parents willing to volunteer in all areas of the school. Please contact the front office if you’re interested.

Code of Conduct

All behaviors have consequences whether or not they are the result of carefully thought out decisions. The purpose of this code is to define the categories of misconduct and potential consequences at The Academy. It is each student's responsibility to read and understand this code.

As public school employees, The Academy staff is charged with implementing consequences for misbehavior that will help provide a safe and secure learning environment. As such, the consequences listed in this code are general guidelines. Based upon knowledge of the facts and concepts of effective discipline, the Head of School reserves the authority to implement consequences that, in his opinion, are most appropriate. These consequences may include but are not limited to a conference with the teacher, loss of privileges, appropriate restoration plan, suspension, dismissal, or expulsion.

Discipline

Discipline at The Academy is a responsibility shared by students, parents, teachers, and the administration. Our policies, in compliance with the California Education Code, and the guidelines of The Academy's charter petition, are designed to promote an orderly, safe, and positive learning environment. We encourage respect and growth for each individual student and hold each student accountable for behavior in our school community.

Policies and consequences for behavior apply while at school, while traveling to and from school or any school-sponsored event.

Policies and consequences for behavior can also apply in instances where a student's actions outside of school affect our ability to maintain an orderly, safe, and positive learning environment.

Steps of Intervention

Below is a generic outline of the process followed whenever behavioral interventions are necessary. Certain steps may be skipped depending on the severity of the behavior.

1. **Verbal warning**
2. **Teacher Conference:** For minor misconduct, we'll pull the student aside (if possible) and let him or her know that they are being warned that their behavior is unacceptable. If the situation permits, we'll have a brief discussion about what appropriate behavior related to the offense will look like before the student will be allowed to rejoin his or her peers.

3. **Restoration Plan:** The goal of the restoration plan will be to help the student establish a course of action that both makes amends for the behavior and re-establishes a positive relationship with the people involved. Instead of a pre-determined consequence for individual behaviors, the student will work with those involved to develop an appropriate consequence.

Serious Misconduct

In any situation where student behavior presents a potentially dangerous or disruptive condition for the school's proper operation, the Head of School may use his own discretion in determining appropriate consequences. The following are categories of serious misconduct that requires administrative referral upon first offense (with recommended stage of referral in parentheses).

- **Cheating / Plagiarism:** including, but not limited to, intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's work; representing material prepared by another as one's own work, allowing others to copy from or use work not their own, etc.
- **Drug / Alcohol Possession, Use, etc.:** includes tobacco, e-cigarettes and look-alike drugs.
- **Drug Distribution:** includes tobacco and look-alike drugs.
- **Fighting:** physical contact in which two or more parties are active participants, which does or could cause bodily harm. Physical contact refers to but is not limited to hitting, shoving, pushing, tripping, pinching, or spitting.
- **Forgery:** reproducing a copy of a document, signature, work with the intent to deceive.
- **Gambling:** participation in unapproved games of chance or skill for individual profit.
- **Indecent Exposure:** vulgar and offensive public nakedness.
- **Insubordination / Disrespect / Defiance:** refusal to comply with a request of school authorities or disrespect to school personnel.
- **Physical Assault:** physical attack of another person. Different from fighting in that the misconduct involves only one person.
- **Possession or use of weapons, fireworks, explosives, or noxious substances:**
- **Theft or possession of stolen property:** *May result in police action.*

- **Threatening behavior / bullying / harassment:** further defined separately below
- **Unlawful Conduct:** engagement in unlawful activities on or using school property or at school events.
- **Vandalism:** significant misuse / destruction / defacement of school property and/or personal property caused by the result of inappropriate behavior.

Where appropriate, consequences for serious misconduct may include loss of credit, restitution, and/or police action.

Drug & Alcohol Possession, Use, Distribution, Etc.

Due to the destructive nature of drugs and alcohol on individuals and the school environment, consequences for their use, distribution, and/or possession need to be immediate and severe.

One logical consequence of drug or alcohol use and/or possession is that The Academy will recommend the student seek professional evaluation from a Board approved substance abuse center. If verification of appointment is provided to the Head of School within two days, other consequences may be reduced.

Any services or materials rendered or provided by professionals or other persons who are not school employees will be the financial responsibility of the student and/or his/her family.

Students **distributing** drugs or alcohol on school property or at school events will not be afforded the same leniency as stated above.

We define look-alike drugs as substances, including health aids, represented to be a controlled substance; represented to be of a nature, appearance, or effect which will allow the recipient to display, sell, distribute or use the substance as a controlled substance; and/or, represented to be of a nature that will alter one's behavior. Consequences for look-alike drugs and alcohol will be the same as stated above.

Bullying & Other Aggressive Behavior

Bullying and aggressive behavior will not be tolerated regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all school sponsored activities. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

Search & Seizure

To protect the safety and welfare of individuals on school property, school authorities reserve the right to search individuals, individual personal property, lockers, and vehicles parked on school grounds. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search.

The school may at times utilize canine units to search for drugs, alcohol, or weapons on a random basis. All school property, including the parking lot and vehicles parked on school property are subject to this search.

Failure to permit search and seizure as provided above may result in administrative referral. A student's personal effects (i.e. bags, purses, etc.) may be searched whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If such a search yields illegal or contraband materials, such findings shall be turned over to the proper legal authorities.

Security

To support a safe and secure environment, The Academy utilizes video and audio surveillance equipment throughout the campus. Students need to be aware that these systems are in use at all times when at school.

Out-of-School Suspension (OSS)

The Head of School or designee may impose an out of school suspension and shall attempt to notify the student's parents or guardians of the suspension by telephone. A copy of the notification will also be sent home. The written notice shall include the reason(s) for the suspension and the date(s) of the suspension. A suspended student is not permitted on The Academy's property or participate in school activities during his/her suspension. Students may continue to do classwork during suspension and are encouraged to use technology (cell phones, internet, etc.) to continue working on course projects. Before returning to school, the student must meet with a Restoration Team which may include the parent, other students, and Academy staff.

In-School Suspension (ISS)

In-school suspension may be assigned in-lieu of Out-of-School suspension if the situation warrants. Students serving in-school suspension will be required to work in isolation on the assignments they're missing. Before returning to the regular program, the student must meet with a Restoration Team which may include the parent, other students, and Academy staff. Parents will also be notified when a student receives in-school suspension.

Suspension Make-up Work

Suspended students will be required to make up any work missed while away from school. Alternative assignments may be assigned at the teachers discretion.

Expulsion

The term "expulsion" denotes a Board of Trustees level disciplinary action whereby a student:

- is separated by the Board of Trustees from school attendance for a period in excess of 20 school days,
- is separated from school attendance for the balance of the current semester, current school year, or up to 185 school days, or
- suffers a penalty which automatically prevents his or her completing within the normal time.

Expelled students are no longer permitted to attend The Academy. Once expelled, re-admittance is allowed only after the expulsion is rescinded by the Board.

Suspension and Expulsion Procedures

The following is taken directly from The Academy's charter petition:

Governing Law: "The procedures by which pupils can be suspended or expelled."

California Education Code Section 47605.6(b)(5)(J)

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of

the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any

kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

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

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

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

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

If it is determined by the Board of Trustees that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any

such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Head of

School or Head of School's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's Board of Trustees. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

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

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

The Head of School or designee following a decision of the Board to expel shall send written notice of

the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new school in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant

disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

(Please detach and turn in separately)

Student/Parent Handbook

Student Name _____ Grade _____
(Print)

Advisory Teacher _____

My parent(s)/guardians and I have reviewed and understand the rules and school policies contained in the Student Handbook.

Student Signature Date

Parent/Guardian Signature Date

**PLEASE NOTE: THIS SIGNED PAGE MUST BE RETURNED TO YOUR ADVISORY TEACHER BY
FRIDAY, AUGUST 30th, 2013**



10932 Pine Street
Los Alamitos, California 90720

Telephone: (562) 493-9500
FAX: (562) 493-6266

CIF Southern Section Membership Application

School Year 2014-2015
Name of School Aveson Global Leadership Academy
Street Address 575 W Altadena Dr
City and Zip Code Altadena CA 91001
School Telephone 626.797.1438 Athletic Telephone Same Fax _____

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 62 10th 51 11th 27 12th 10 Total 150

Anticipated Future Enrollment 3 Years Hence 400 5 Years Hence 400

New Public High Schools under Construction – Planned Opening Date NA

Charter Schools Only – Chartering District/Institution PASADENA UNIFIED SD

Athletic Program Goals and Objectives TO PROVIDE A CIF COMPETITIVE SPORTS PROGRAM FOR OUR 9-12 GRADE STUDENTS. TO ASSIST STUDENTS WHO ARE POTENTIALLY SCHOLARSHIP ATHLETES.

Athletic Administration

Name of Principal LARRY SIMONSEN Principal's email LARRYSIMONSEN@AVESON.ORG

Name of Athletic Director ALLISON CLARK/ERIC KINLEY Athletic Director's email allisonclark@AVESON.ORG
erickinley@AVESON.ORG

Athletic Director Qualifications (Professional Training and Experience)

THE SCHOOL WILL HAVE CO-AD'S DUE TO THE NUMEROUS TEACHING AND COACHING RESPONSIBILITIES HELD BY EACH DIRECTOR.
PLEASE SEE ATTACHED DOCUMENTATION FOR THEIR QUALIFICATIONS.

Facilities (Attach a full list of locations of sports play that are off campus and a complete list of sports if applicable):

Sport	Practice Facility	Game Site and Location
Cross Country	Loma Alta Park	Loma Alta Park
Basketball	Loma Alta Rec Center, L.A. Park	Same
Tennis	Loma Alta Park Tennis Courts	Same
Soccer	Loma Alta or Charles White parks	Same
Softball	Loma Alta Park	Same

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	<input checked="" type="checkbox"/> Cross Country	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Winter	<input checked="" type="checkbox"/> Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Field Hockey				<input checked="" type="checkbox"/> Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Football				<input type="checkbox"/> Water Polo		
	<input type="checkbox"/> Golf				<input type="checkbox"/> Wrestling		
	<input checked="" type="checkbox"/> Tennis		<input checked="" type="checkbox"/>				
	<input type="checkbox"/> Volleyball						
	<input type="checkbox"/> Water Polo						
Spring	<input type="checkbox"/> Badminton						
	<input type="checkbox"/> Baseball						
	<input type="checkbox"/> Golf						
	<input type="checkbox"/> Gymnastics						
	<input type="checkbox"/> Lacrosse						
	<input checked="" type="checkbox"/> Softball		<input checked="" type="checkbox"/>				
	<input type="checkbox"/> Swimming						
	<input checked="" type="checkbox"/> Tennis	<input checked="" type="checkbox"/>					
	<input type="checkbox"/> Track & Field						
	<input type="checkbox"/> Volleyball						

* Coaching Personnel – Please attach a list of all coaches' names and qualifications (professional training and experience).

Accreditation:

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Accrediting Organization Name, Street Address, City, State and Zip Code

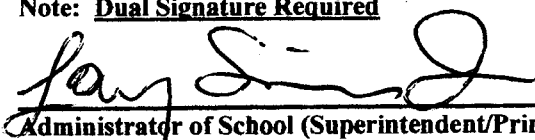
Accrediting Commission for Schools, WASC

533 Airport Blvd, Suite 200
Burlingame, CA 94010-2009

As a condition of membership, the following applies:

- * 1. Submit a copy of previous October State of California Department of Education affidavit form (CBED's) with application request.
- 2. School must field one or more athletic teams in each season of sport. (Fall, Winter and Spring)
- 3. School must offer equal athletic opportunity for both boys and girls, if a coed school.
- * 4. Submit support material such as brochures outlining the aims and objectives of the school, education and extra-curricular programs plus the requirements for graduation with application.
- * 5. Submit application fee of \$100 with application.
- 6. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be assessed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.
- 7. 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.
- 8. 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.
- 9. Application must have dual signatures of the chief administrative officers of the school, e.g. principal/superintendent and Board/Trustee officer.
- 10. Applications must be received by May 1st for membership in the following school year.

Note: Dual Signature Required



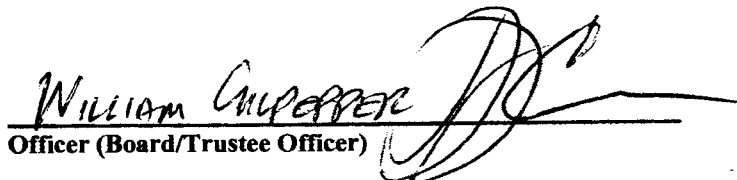
Administrator of School (Superintendent/Principal)

AVESON GLOBAL LEADERSHIP ACADEMY

Name of School

4/16/2014

Date



Officer (Board/Trustee Officer)

AVESON CHARTER SCHOOLS

Name of District Board

4/16/2014

Date

Approved by CIF Southern Section Executive Committee

Date

Commissioner of Athletics

Area Placement _____

Status:

- ☐ Full Unrestricted
- ☐ Probationary
- ☐ Denied

Special Conditions of Membership _____

1.1 Enrollment - Primary Status by Subgroup

Academic Year:	2013-2014	LEA:	Aveson Global Leadership Academy	Created Date:	04-28-2014
View:	Snapshot	School Type:	ALL		
As Of:	10/2/2013	School:	ALL		

			Subgroups						
School Code	School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEP)	Socio-Economically Disadvantaged
0113464	Aveson Global Leadership Academy	373	0	8	0	0	68	5	182
TOTAL-Selected Schools		373	0	8	0	0	68	5	182

Grade:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary	Ethnicity/Race:	ALL	Gender:	ALL
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This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

Vision and Mission

Aveson Global Leadership Academy (AGLA) opened its doors in the summer of 2007 with grades six through nine, with the intent of serving students in grades six through twelve as it does today. It is a public charter school authorized by Pasadena Unified School District and is operated by Aveson Education Cooperative (AEC). It is open to all families irrespective of attendance area or local school designation.

AGLA's vision statement is as follows:

"We will be a global leader in providing the right instruction for every student every day. Driven by an unprecedented commitment to team member autonomy and accountability, we will earn the public's enthusiasm by boldly rejecting the status quo and maximizing opportunities for each student to succeed. As a result, our students will be known globally for their leadership."

AGLA's Mission statement is as follows:

"The mission of Aveson Charter School is to inspire the global leaders of this and future generations. Aveson provides the flexibility of time, space, and resources necessary for a diverse group of students from the Pasadena and surrounding area to move beyond dependency in learning to become successful independent learners and leaders. Through an academically challenging, personalized, project-based, social entrepreneurial program, students will become inquisitive and confident learners who are prepared to be successful leaders in the global community."

School-Wide Outcomes

AEC employees are referred to as team members (advisors or support staff), and the AGLA team has established two universal outcomes for all of its students, regardless of how long they stay at AGLA:

1) College Readiness and 2) Global Competence.

Because personalized learning is the central tenet of Aveson Charter Schools, college readiness looks different for each student depending on their post-secondary education goals. AGLA's intent is to help students be ready for the college or training experience they desire to pursue. However, as a benchmark for college readiness, it is AGLA's goal that graduating students receive a status of "Ready for CSU or Participating CA Community College-Level Mathematics or English Courses" through the CSU Early Assessment Program partnership with California STAR Testing. Global competence at AGLA is a combination of collaboration, research, technology and communication skills that allow students to comfortably and confidently work with diverse teams of people to accomplish a task. The AGLA Expected Schoolwide Learning Results are a synthesis of college readiness and global competence.



COMPARATIVE MINIMUM REQUIREMENTS

	California State University	University of California	University of Texas	University of Michigan
English	4 Years (40)	4 Years	4 Years	4 Years
Math	2 Years (20) (1 year must be Algebra 1)	3 Years 4 Years (Rec.)	3 Years 4 Years (Rec.)	4 years
Social Science	3 Years (30) World, US, Gov/Econ	2 Years	2 Years	3 Years
Science	2 Years (20) (including biological and physical sciences)	2 Years Lab Physical/Biological 3 Years (Rec.)	2 Years Lab 3 Years (Rec.) 4 Years (Preferred)	3 Years 4 Years (Rec.)
Fine Arts	Not required for graduation BUT required for college admittance (see "a-g" requirements).	1 Year Visual/Performing Arts	1 Year Visual/Performing Arts	1 Year
Foreign Language	1 Year(10)	2 Years 3 Years (Rec.)	2 Years 3 Years (Rec.)	3 Years 4 Years (Rec.)
Physical Education	2 Years (20)	n/a	n/a	n/a
Electives	1 year Additional Elective Credits (10)	1 Year Academic Elective Minimum	1 Year Academic Elective Minimum	Additional Academic Electives
Testing	California High School Exit Exam: CAHSEE	SAT Reasoning OR ACT; Must pass all courses with a minimum of a C, GPA of at least a 2.0 or higher.	SAT Reasoning OR ACT plus Writing; Must pass all courses with a minimum of a C, GPA of at least a 3.0 or higher.	SAT Reasoning OR ACT plus Writing

(see www.collegeboard.org)

****UC/CSU ALWAYS recommend a student take more than the minimum requirements.**

****It is the responsibility of the parent/guardian AND student to verify requirements for individual schools.**

Math, science, and foreign languages are sequential courses and placement in subsequent levels is dependent upon student success and completion of the previous level.



April 21, 2014

Hey Larry,

Here is that info you wanted on my background.

Coaching and training

Sports and Activities Coordinator Champions 1yr

Track & field coach Los Angeles Falcons Track & Field Club 3yrs

Youth Basketball coach Glendale ymca 2yrs

Youth Basketball coach Monrovia ymca 1yr

Youth Basketball coach Brotherhood crusade 3yrs

Head Boys basketball coach Trinity El monte 2 yrs

Head boys Jv coach Blair 2 yrs

Asstiant boys coach Varsity Basketball 2yrs

Head boys varsity basketball coach Blair high 3 yrs

Owner and founder and Head coach of Crown city Basketball club 4 yrs

Head boys basketball Coach Aveson 7yrs

Coordinated, facilitated and coached Soccer, flag football, and basketball Programs at aveson 7 yrs

Erick Kinley (coach / co-AD)
Fitness Advisor
Aveson Charter School



Allison Clark (Coach / Co-AD)

Coaching and Administrative Work Experience

Occidental College, Assistant Coach Women's basketball (1 year)

Westridge School, Assistant Coach basketball (5 years) and softball (3 years)

Basketball Summer Camp and Private Coach (4 years)

Occidental College, Program Coordinator - Physical Activity Classes (1 year)

Education

BA, Psychology - University of Redlands

MEd., Intercollegiate Athletic Leadership - University of Washington

Playing Experience

High School - All CIF 4 times All-League in Softball and Basketball

College - All-SCIAC in Basketball



10932 Pine Street
Los Alamitos, California 90720

Telephone: (562) 493-9500
FAX: (562) 493-6266

CIF Southern Section Membership Application

School Year 2014 - 2015
Name of School Da Vinci Design
Street Address 12501 S. Isis Ave
City and Zip Code Hawthorne, Ca 90250
School Telephone 310-725-5800 Athletic Telephone 310-725-5800 x2903 Fax 310-536-7123

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 320 10th 320 11th 320 12th 320 Total 1,280

Anticipated Future Enrollment 3 Years Hence 1,280 5 Years Hence 1,280

New Public High Schools under Construction – Planned Opening Date Spring 2017 - Please see attached

Charter Schools Only – Chartering District/Institution Wiseburn Unified School District

Athletic Program Goals and Objectives Da Vinci High School/Wiseburn Unified School District provides student athletes with the opportunity to develop their athletic abilities to their full potential while safeguarding their physical welfare. We strive to create an environment that promotes both high academic standards and the development of strong leadership abilities through dedication and positive encouragement.

Athletic Administration

Name of Principal Kate Parsons Principal's email kparsons@davincischools.org

Name of Athletic Director Thomas Curry Athletic Director's email tcurry@davincischools.org

Athletic Director Qualifications (Professional Training and Experience)

Please see attached

Facilities (Attach a full list of locations of sports play that are off campus and a complete list of sports if applicable):

Sport	Practice Facility	Game Site and Location
<u>Girls/Boys Volleyball</u>	<u>Del Aire Gym/Dana Middle School Gym</u>	<u>Del Aire Gym / Dana Middle School Gym</u>
<u>Girls/Boys Cross Country</u>	<u>Da Vinci Design Campus</u>	<u>Member school hosted event</u>
<u>Girls/Boys Soccer</u>	<u>Da Vinci Design Campus</u>	<u>Da Vinci Design Campus</u>
<u>Girls/Boys Basketball</u>	<u>Del Aire Gym/Dana Middle School</u>	<u>Del Aire Gym / Dana Middle School Gym</u>
<u>Girls/Boys Track</u>	<u>Da Vinci Design Campus</u>	<u>Member school hosted event</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

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 Fall	Sport	Boys	Girls	Season Winter	Sport	Boys	Girls
	<input checked="" type="checkbox"/> Cross Country	<u>V/JV/F-S</u>	<u>V/JV/F-S</u>		<input type="checkbox"/> Basketball	<u>JV</u>	<u>JV</u>
	<input type="checkbox"/> Field Hockey	<u> </u>	<u> </u>		<input type="checkbox"/> Soccer	<u>JV</u>	<u>JV</u>
	<input type="checkbox"/> Football	<u> </u>	<u> </u>		<input type="checkbox"/> Water Polo	<u> </u>	<u> </u>
	<input type="checkbox"/> Golf	<u> </u>	<u> </u>		<input type="checkbox"/> Wrestling	<u> </u>	<u> </u>
	<input type="checkbox"/> Tennis	<u> </u>	<u> </u>				
	<input checked="" type="checkbox"/> Volleyball	<u> </u>	<u>JV/FS</u>				
	<input type="checkbox"/> Water Polo	<u> </u>	<u> </u>				
Spring	<input type="checkbox"/> Badminton	<u> </u>	<u> </u>				
	<input type="checkbox"/> Baseball	<u> </u>	<u> </u>				
	<input type="checkbox"/> Golf	<u> </u>	<u> </u>				
	<input type="checkbox"/> Gymnastics	<u> </u>	<u> </u>				
	<input type="checkbox"/> Lacrosse	<u> </u>	<u> </u>				
	<input type="checkbox"/> Softball	<u> </u>	<u> </u>				
	<input type="checkbox"/> Swimming	<u> </u>	<u> </u>				
	<input type="checkbox"/> Tennis	<u> </u>	<u> </u>				
	<input type="checkbox"/> Track & Field	<u>V/JVF-S</u>	<u>V/JV/F-S</u>				
	<input type="checkbox"/> Volleyball	<u>JV</u>	<u> </u>				

Coaching Personnel – Please attach a list of all coaches' names and qualifications (professional training and experience).

Accreditation:

Western Association of Schools & Colleges (WASC) 6-year Accreditation 2013-2019

Accrediting Organization Name, Street Address, City, State and Zip Code

533 Airport Boulevard, Suite 200 Burlingame, CA 94010-2009

As a condition of membership, the following applies:

1. Submit a copy of previous October State of California Department of Education affidavit form (CBED's) with application request.
2. School must field one or more athletic teams in each season of sport. (Fall, Winter and Spring)
3. School must offer equal athletic opportunity for both boys and girls, if a coed school.
4. Submit support material such as brochures outlining the aims and objectives of the school, education and extra-curricular programs plus the requirements for graduation with application.
5. Submit application fee of \$100 with application.
6. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be assessed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.
7. 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.
8. 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.
9. Application must have dual signatures of the chief administrative officers of the school, e.g. principal/superintendent and Board/Trustee officer.
10. Applications must be received by May 1st for membership in the following school year.

Note: Dual Signature Required



Administrator of School (Superintendent/Principal)

Da Vinci Design

Name of School

4/11/14

Date



Officer (Board/Trustee Officer)

Wiseburn School District

Name of District Board

4/12/14

Date

Approved by CIF Southern Section Executive Committee

Date

Commissioner of Athletics

Area Placement _____

Status:

☐ Full Unrestricted

☐ Probationary

☐ Denied

Special Conditions of Membership _____

Revised August 8, 2012

CIF Application – History of Wiseburn School District and Da Vinci Schools

The residents of the K-8 Wiseburn School District have long desired to create their own high school options for students, and withdrawing high school students from the Centinela Valley Union High School District. This process formally began back in 2000 when a group of Chief Petitioners filed for the K-8 Wiseburn School District to become a K-12 Wiseburn Unified School District. This process unfolded over the ensuing 14 years, resulting in a successful public vote on November 5, 2013, winning 93% in favor of Unification, which will go into effect on July 1, 2014.

As the unification process was a daunting task with an uncertain outcome, the Wiseburn School Board established the Wiseburn 21st Century Charter Schools in 2009 which developed into the Da Vinci Schools, serving K-12 students. By 2014, the Da Vinci Schools have opened the K-8 Da Vinci Innovation Academy (280 students), 9-12 Da Vinci Science (500 students), and 9-12 Da Vinci Design (500 students). Each of these schools is an independent charter school with a unique CDE code. In 2009 both Da Vinci Design and Da Vinci Science high schools were housed on the same campus on the site of the former Dana Middle School in the Hollyglen neighborhood of western Hawthorne. In 2010, the Wiseburn community passed an 87 million dollar general obligation bond which was approved by 76% of the voters. In 2012, Da Vinci Science and Da Vinci Design had out grown their single campus, at which point Da Vinci Design moved to a the previously closed Juan Sepulveda Elementary School site in Del Aire. In 2013, the Wiseburn School District purchased a four-story, 340,000 square foot building on 14 acres at 201 N. Douglass Street, located within the district boundaries in eastern El Segundo. Working with the international architecture firm of Gensler and Associates, the Wiseburn School District and Da Vinci Schools plan to build a world-class high school building and complex that will open in the spring of 2017. Both Da Vinci Science and Da Vinci Design, along with a developing third charter high school, Da Vinci Communications, will be the high schools that will be located at 201 N. Douglas, all serving the Wiseburn community.

From the beginning, the desire has been for all Wiseburn students to have a high school option, which has been provided by the Da Vinci Schools. The community has expressly desired to develop a CIF sports program for these students under one team. The vast majority of 9-12 students that attend Da Vinci Science or Da Vinci design come from R.H. Dana Middle School in the Wiseburn School District, which has an enrollment of just under 1000 students. Students at Dana include both residents and students on inter-district permit. Wiseburn residents are exempted from the Da Vinci Schools' charter lottery and are all eligible to enroll at Da Vinci. Additionally, students on inter-district permit since 6th grade that graduate from Dana receive a priority in the lottery. Dana Middle School has been developing a successful sports program for the middle school program that involves hundreds of student athletes. As we continue to develop our high-school program to include sports, our intention is to build on the sports program at Dana, allowing all Dana students to continue forward together on a single team as Wiseburn Da Vinci.

Presently, the Da Vinci Design campus located in Del Aire has access to field space and to the Del Aire Gymnasium through a joint-use agreement with Los Angeles County Parks and Recreation. The Del Aire Gymnasium is located on Wiseburn School District property and is maintained and operated by Los Angeles County Parks and Recreation. The Wiseburn School District will be providing usage of field and gym facilities at Dana Middle School and at the elementary schools to support the high school sports program during the building of the new high school facility. By 2017, all Da Vinci high school students will be back together again on the campus at 201 N. Douglas and will be able to use the field, gym and pool facilities that are being planned for this site. Our goal is to build a CIF athletic program beginning in the 2014-15 school year with junior varsity teams in five sports for boys and girls that will serve as the foundation a varsity level program for Wiseburn Da Vinci.



Thomas W. Curry

Athletic Director

tcurry@davincischools.org

(310) 350-7339 (cell)

(310) 725-5800 ext. 2903 (office)

Developer, personnel trainer, coordinator, coach, mentor with elementary, middle and high school students for 15 years +. 24 years in Special Programs Security with The Boeing Co. Account Management, unpaid sports program developer/AD.

Bachelor of Science Degree in Business Management 2008

Experiences

2009 – Present	Developer of the Da Vinci Charter Schools afterschool sports program
2009 – Present	Da Vinci Flag Football coach; assist with Soccer, Basketball & Volleyball
2011 – 2013	Da Vinci Track coach
2011 – 2012	Consultant Part time Da Vinci Athletic Director

Athletic background:

- Tackle Football through the Pop Warner Youth Football leagues (age 6 – 14), High School Tackle Football 1978 – 1980
- Youth Basketball (age 6 – 14)
- Middle School & High School Track & Field and High School.

Additional: 2007 – 2011, Thomas was a member of the Chadwick Schools Booster Club, where he held an unpaid position as the Freshmen/Sophomore & JV Boys Basketball and Varsity Track & Field Parent Rep.



Gloria Bracy

Volleyball Coach & Counseling for Da Vinci Communications

Education/Special Skills, Interest

Gloria is currently earning her Master's degree at Chapman University in Counseling and will graduate in May 2014.

Experience & Athletic Background

1998: Gloria started playing club volleyball in 7th grade, beginning a volleyball career that would span 8 years and take her to such distant places as New York, Florida and Indiana, among many others. Gloria made Varsity for her high school team as a sophomore in 2001, where the team made it to the CIF Southern Section Finals and State Semi-Finals (2000) and CIF Southern Section Semi-Finals (2001, 2002). In the summers Gloria gained coaching experience informally through youth camps that served to fund her high school program. The team also travelled to Las Vegas in Gloria's senior season (2002) to compete in a prestigious tournament of 16 elite teams. In 2002, Gloria's club team competed in the Junior Olympics which brought her to Indiana for the Qualifier and Florida for the Junior Olympics Open Tournament, where her team earned 19th place overall.

In 2004, Gloria earned an athletic scholarship from St. Francis College, a Division I team that travelled to upstate New York, Maryland, Connecticut, and Pennsylvania during the 2004 season. Gloria continued to play for Claremont McKenna College when she transferred in 2005. Gloria has also been officiating volleyball matches both in club and high school settings since college. More recently (2011, 2012) she worked as an assistant coach for a 14s, 16s, and 18s team with Royal Palms Volleyball Club in San Pedro. Gloria still plays in an adult league on occasion.



Alexandra Martinez

Da Vinci Design, Teacher of Art and Design 2

Da Vinci Girls Assistant Soccer Coach

amartinez@davincischools.org

Experience

Alexandra Martinez joined Da Vinci Schools in 2013. Originally from Murrieta, CA she studied classical piano for 13 years.

Graduated from California State University Long Beach with a B.A in Art Education, received her Art Credential as well as new educational training in Linked Learning from Cal State Long Beach. Her primary focus and Art form has been through metal work and sculpture. She has also studied and practiced many other mediums such as: Digital Art, Drawing, Painting, Ceramics, 2-Dimensional, 3-Dimensional, and Fiber Sculpture.

Alexandra loves to mix different mediums together to create new types of contemporary stylized art forms. She believes in using the environment to create Art and gains inspiration from her surroundings as well as from her students. Her values of connecting school work to life and making information relevant to current society is something that she prides herself on. When she is not teaching, Alexandra enjoys making jewelry, skateboarding, and exploring different cities to try new foods.

Athletic Background

Alexandra Martinez showed an interest in Soccer at a young age.

She started playing for her home towns' AYSO team when she was 8 years old and played on the city team all throughout middle school as well as in High School.

Alexandra also played for Vista Murrieta High School's soccer team her freshman and sophomore years. She played on the AYSO all-star team her junior and senior years of High School. In college she played for the California State University Intramural Soccer team for 2 years. She assisted this same team in coaching and is excited to get a more well-rounded experience coaching the Da Vinci Girls' soccer team this year.



Kevin Rudd – Basketball Coach

Kevin Rudd, who has 28 years of coaching experience, is a basketball skills instructor who has worked with all levels of players to raise their level of play from private lessons to team workouts and basketball skills/drill camps.

In 1997 (to present): Kevin was hired as Associate Director of MVPCAMP (under Dave Miller, current studio analyst for Time Warner Cable Sportsnet, former USC assistant men's basketball coach and former NBA assistant) where his primary focus with the program is camp director and emphasis on player development.

"Kevin is a very valued and popular member of our staff since day one. He brings with him an unbelievable amount of basketball knowledge and has tremendous experience in talent evaluation," Miller said. "He's developed and organized one of the best club basketball teams in all of Southern California and is a fixture in the SouthBay/Beach Cities with his tireless efforts of raising the level of play of the players he comes in contact with."

In 2007- present: With Rudd's passion of teaching kids the right way to play the game of basketball, he formed and organized, SouthBay Mustangs (formerly named SouthBay DreamTeam). The program offered a weekly skills development workout at Adventure-Plex at Marine. The workouts focused on skill development and training for the players that wanted to take their game to a higher level. Parents discovered quickly that the workouts were very different than the typical community league programs and their children were learning how to think as well as play basketball. Because of the success of the workouts, we expanded the program to include club teams.

The program philosophy of the Mustangs has grown into a comprehensive year-round environment that teaches as much about life as it does about basketball. We strive to produce well-rounded and motivated individuals who show responsibility for their community. Our program goal has and will be to hold our athletes accountable for their behavior as a part of our organization, for their efforts at home and in the class room which will ultimately prepare them for high school and beyond.

For the last 23 years, Kevin has worked for the Los Angeles Superior Court as a Court Manager. Rudd earned an associate of science degree in business management from Ashworth College (Norcross, GA.) in 2005. Kevin and his wife, Sandra, are the parents of two boys, Kevin Jr. 23, and Aron 18.



Brian Cochran – Assistant Basketball Coach

Born in Los Angeles and raised between CA and TX. Graduated from South Torrance HS and served 1 term in the US Army as an MP in Germany. I spent my 20's in San Diego, CA where I worked in Business Operations and played pickup basketball. Shortly after I met my wife in 1992 we relocated to the Dallas, TX area for a job opportunity.

- In Rockwall, TX in 2002, I began coaching my daughter's YMCA basketball team. We kept that team together for several years at the YMCA and played a couple of seasons in a "competitive" league. I continuously coached both my daughter's and son's team as careers took us from Texas to Arizona to Illinois and finally in 2011 back to Southern California. I would like to be involved in DaVinci's Basketball program in any capacity that you might find helpful.

Carlos J. Bowden – Soccer Coach

Experience & Athletic Background

Carlos has 35 years of experience in playing and coaching.
(year) At age 15, Carlos started coaching sports for the Seattle Parks and Recreation
(1988 - 1992) Four year Letterman Roosevelt High School in Seattle Washington
(1988 – 2000) played for the United States Olympic Team
(2012 – current) Coach the Da Vinci boy's soccer

Darryl Letchworth – Soccer Coach

Education:

Hawthorne High School

Special Skills:

AYSO Regional Commissioner

AYSO advanced Coach

AYSO Referee

Interest:

Soccer

Coaching

Football

Experience / Athletic Background

Experience:

11 year AYSO Coach

Athletic Background:

Played Football, Baseball and Hockey



DOUG SERSUN

430 Standard Street; El Segundo, CA 90245

douglas.sersun@gmail.com

Cell (310) 245-2765; Home (310) 648-8087

Proven coach, recruiter, and events coordinator with 20 years of experience at the high school, collegiate, and corporate level. US Air Force career afforded opportunity to run professionally, coach at the NCAA Division I level, and coordinate all phases of major events; concept development through execution.

M.S., Military Operational Art and Science, Air University, 2006

M.B.A., Regis University, 2003

B.S., Operations Research, USAF Academy, 1991

Athletics Highlights

- 2012-Present Owner, El Segundo Athletic Club & Lifestyle Cafe, El Segundo, CA**
Designed and developed a 6000 ft² full service fitness facility. Directs 14 person staff.
- Current membership – 780 clients
Designed and developed a 1000 ft² health-conscious cafe. Directs 10 person staff.
- 2008 – 2011 Head Coach, El Segundo High School Cross Country, El Segundo, CA**
Directed 83 person boys and girls team
- Grew team from 8 to 83 athletes in 3 years, two-time CA state qualifier, 4th in CA Div IV, 2011
- Designed and maintained El Segundo High School Athletics website
- 2009 Head Coach, El Segundo High School Track & Field, El Segundo, CA**
Directed 120 person boys and girls team
- Coached Allison Reaser (now SDSU senior – 6-time Mountain West Conference Champ),
Ahmed Mahmood (UCLA, track), and Anna Farello (Univ. of Portland, cross country)
- 1995 – 1996 Athlete, World Class Athlete Program, Albuquerque, NM**
One of 19 athletes AF-wide; 800m Gold Medalist, Armed Forces Track & Field Championship
- 1991 – 1992 Assistant Track Coach & Admissions Advisor, US Air Force Academy**
Taught 2 physical education courses to 600 cadets; Physical Fitness Methods/Weightlifting
- Assisted Track & Field Head Coach to supervise NCAA Div 1 athletic program with \$150k budget
- Cross country team won 1st- ever Western Athletic Conference title; finished 14th in NCAAs
- Organized nationwide recruiting pgm; coordinated 35 recruiting visits for prospective athletes

As an athlete...

1987 – 1991 United States Air Force Academy

- Six-time Western Athletic Conference (WAC) medalist in track & field
- 1990 WAC Champion – 800m
- Team captain of 1991 USAFA track & field team
- 1991 WAC Scholar-Athlete Award

1991 – 1998 Post-collegiate

- Eight-time medalist in the U.S. Armed Forces Track & Field Championships
- Selected to Air Force World Class Athlete Program, 1996
- 1996 U.S. Armed Forces Champion – 800m
- Two-time USATF Indoor National Championships qualifier – 800m & Distance Medley Relay
- 1998 USATF Indoor National Championship silver medalist – DMR
- Lifetime personal bests
 - o 800m – 1:49.10
 - o 1500m – 3:46.37
 - o 5000m – 14:51.0

Other Professional Highlight

2012-Present Space Systems Engineer, STELLAR SOLUTIONS, Palo Alto, CA

Directs enterprise-wide space-based infrared system acquisition activities in support of the National Geospatial Intelligence Agency

2008 – 2011 Commander, SBIRS Integration Squadron, Los Angeles AFB

Directed 311 person gov't/contractor team developing \$11B SBIRS system C3/processing sites

2006 – 2008 Principal Space Systems Advisor to AF Chief Engineer, SAF/AQ, Pentagon

Led 10 person team providing engineering advice to Dep Asst Secretary (Science, Tech & Engr)

2005 – 2006 Student, Air Command & Staff College, Air University, Maxwell AFB

2003 – 2005 Acquisition Division Chief, Space Radar Program, Los Angeles AFB

Led division to execute \$440M multiagency program through two acquisition milestones

2001 – 2003 Crew Commander, Space Operations Center, US Space Command, Peterson AFB

Represented J3/Director of Ops as command's single entry point for world-wide space support

1999 – 2001 Executive Officer, HQ Space Warfare Center (SWC), Schriever AFB

Commander's Executive Manager; developed policies/set priorities supporting SWC mission

1996 – 1999 Chief, Joint STARS Block 20 Technology Insertion, Hanscom AFB

Led 20 person team to develop/integrate/retrofit Joint STARS' \$342M computer architecture

1992 – 1995 Chief, Laser Effects Test Facility, Kirtland AFB

Directed 10 scientists/engineers to support \$1.8M Airborne Laser Target Vulnerability program

		Wiseburn High School Athletics @ DaVinci Schools							
		Three Year Athletic Budget Summary							
				FY2013	FY2014	FY2015			
		Athletic Director Salary		\$ 45,000	\$ 45,000	\$ 45,900	Other duties include Safety & Traffic Control		
		Athletic Director Benefits @ 25% including health care		\$ 11,250	\$ 11,250	\$ 11,475			
		11% Payroll tax, workers comp, etc for coaches		\$ 3,410	\$ 3,410	\$ 3,410			
		Office for Athletic director							
		Computer and office equipment for athletic director							
		Professional training for athletic director			\$ 1,000	\$ 1,000			
		CIF and other league fees and fees for meets			\$ 1,000	\$ 1,000			
		Bus transportation for playoffs, contingency		\$ 2,400	\$ 2,400	\$ 2,400			
		Awards and awards dinners		\$ 500	\$ 500	\$ 500	Mostly do potlucks!		
		Total Overhead		\$ 62,060	\$ 64,560	\$ 65,685			
		Team Sports totals		FY2013	FY2014	FY2015			
		Coach		\$ -	\$ 29,000	\$ 29,000			
		Assistant Coach		\$ -	\$ 2,000	\$ 2,000			
		Annual Equipment		\$ -	\$ 3,200	\$ 3,200			
		Officials		\$ -	\$ 6,270	\$ 6,270			
		Uniforms		\$ -	\$ 10,400	\$ 10,400			
		Capital Equipment		\$ -	\$ -	\$ -			
		Field Rentals		\$ -	\$ -	\$ -			
		Bus Rentals		\$ -	\$ 19,200	\$ 19,200			
		Total Team Sports		\$ -	\$ 70,070	\$ 70,070			
		Grand Total, Team sports plus overhead		\$ 62,060	\$ 134,630	\$ 135,755			
		Girls Soccer		FY2013	FY2014	FY2015			
		Coach			\$ 4,000	\$ 4,000	2 X JV/FS		
		Assistant Coach							
		Annual Equipment			\$ 500	\$ 500	balls, goalie equipment		
		Officials			\$ 600	\$ 600	Assume pay officials for 6 home games in 2014, 4 in in 2015		
		Uniforms			\$ 200	\$ 200	replace some uniforms		
		Capital Equipment					Soccer Goals (check price?)		
		Field Rentals					Assume some use of home field, some rented, carpool to rented		
		Bus Rentals			\$ 2,400	\$ 2,400	Assume buses to away games 6 in 2014		
		Total Girls Soccer		\$ -	\$ 7,700	\$ 7,700			
		Boys Soccer		FY2013	FY2014	FY2015			
		Coach			\$ 4,000	\$ 4,000	2 X JV/FS		
		Assistant Coach							
		Annual Equipment			\$ 500	\$ 500	balls, goalie equipment		
		Officials			\$ 600	\$ 600	Assume pay officials for 6 home games in 2014		
		Uniforms			\$ 200	\$ 200	replace some uniforms		
		Capital Equipment					Soccer Goals (check price?)		
		Field Rentals					Assume some use of home field, some rented, carpool to rented		
		Bus Rentals			\$ 2,400	\$ 2,400	Assume buses to away games 6 in 2014		
		Total Boys Soccer		\$ -	\$ 7,700	\$ 7,700			
		Girls Basketball		FY2013	FY2014	FY2015			
		Coach			\$ 4,000	\$ 4,000	2 X JV/FS		
		Assistant Coach							
		Annual Equipment			\$ 500	\$ 500			
		Officials			\$ 1,350	\$ 1,350	Six home games in FY2014 (3 Refs ea.)		
		Uniforms			\$ 2,000	\$ 2,000			
		Capital Equipment							
		Field Rentals					Check costs		
		Bus Rentals			\$ 2,400	\$ 2,400	6 away games		
		Total Girls Basketball		\$ -	\$ 10,250	\$ 10,250			
		Boys Basketball		FY2013	FY2014	FY2015			
		Coach			\$ 5,000	\$ 5,000	Lead JV, F/S		
		Assistant Coach							
		Annual Equipment			\$ 500	\$ 500			
		Officials			\$ 1,350	\$ 1,350	Six away games in FY2014		
		Uniforms			\$ 2,000	\$ 2,000			
		Capital Equipment							
		Field Rentals					Check costs		

		Wiseburn High School Athletics @ DaVinci Schools							
		Three Year Athletic Budget Summary							
		Bus Rentals			\$ 2,400	\$ 2,400	6 away games		
		Total Boys Basketball	\$ -	\$ 11,250	\$ 11,250				
		Cross-Country (Co-Ed)		FY2013	FY2014	FY2015			
		Coach			\$ 3,000	\$ 3,000	V/JV/FS - 1 Head Coach		
		Assistant Coach			\$ 1,000	\$ 1,000	1 Asst.		
		Annual Equipment			\$ 100	\$ 100			
		Officials			\$ 450	\$ 450	This is fees for six meets		
		Uniforms			\$ 1,000	\$ 1,000			
		Capital Equipment							
		Field Rentals							
		Bus Rentals			\$ 2,400	\$ 2,400	Bus cost per meet (6)		
		Total Cross Country	\$ -	\$ 7,950	\$ 7,950				
		Track (Co-Ed)		FY2013	FY2014	FY2015			
		Coach			\$ 3,000	\$ 3,000	V/JV/FS - 1 Head Coach		
		Assistant Coach			\$ 1,000	\$ 1,000	1 Asst.		
		Annual Equipment			\$ 100	\$ 100			
		Officials			\$ 1,020	\$ 1,020	This is fees for six meets		
		Uniforms			\$ 1,000	\$ 1,000			
		Capital Equipment							
		Field Rentals							
		Bus Rentals			\$ 2,400	\$ 2,400	Bus cost per meet (6)		
		Total Track	\$ -	\$ 8,520	\$ 8,520				
		Boys Volleyball		FY2013	FY2014	FY2015			
		Coach			\$ 2,000	\$ 2,000	JV		
		Assistant Coach							
		Annual Equipment			\$ 500	\$ 500			
		Officials			\$ 450	\$ 450	Assume 6 home games		
		Uniforms			\$ 2,000	\$ 2,000			
		Capital Equipment							
		Field Rentals							
		Bus Rentals			\$ 2,400	\$ 2,400	6 away games		
		Total Boys Volleyball	\$ -	\$ 7,350	\$ 7,350				
		Girls Volleyball		FY2013	FY2014	FY2015			
		Coach			\$ 4,000	\$ 4,000	2 JV/FS		
		Assistant Coach							
		Annual Equipment			\$ 500	\$ 500			
		Officials			\$ 450	\$ 450	Assume 6 home games		
		Uniforms			\$ 2,000	\$ 2,000			
		Capital Equipment							
		Field Rentals							
		Bus Rentals			\$ 2,400	\$ 2,400	6 away games		
		Total Girls Volleyball	\$ -	\$ 9,350	\$ 9,350				



10932 Pine Street
Los Alamitos, California 90720

Telephone: (562) 493-9500
FAX: (562) 493-6266

CIF Southern Section Membership Application

School Year 2014-15
Name of School The Palmdale Aerospace Academy
Street Address 38060 20th Street East
City and Zip Code Palmdale, CA 93550
School Telephone 661-273-3680 Athletic Telephone 661-273-3680 Fax 661-273-0850

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 180 10th 180 11th 0 (180 in 14-15) 12th 0 (180 in 15-16) Total 360 (900 by 15-16)

Anticipated Future Enrollment 3 Years Hence opened in 2012 5 Years Hence opened in 2012

New Public High Schools under Construction – Planned Opening Date Opened in 2012

Charter Schools Only – Chartering District/Institution Independent (The Palmdale Aerospace Academy)

Athletic Program Goals and Objectives Sustainable sports (at least 1 per season) with equal boys and girls opportunities; and on campus coaches that uphold the school culture.

Athletic Administration

Name of Principal Dr. Laura Herman

Principal's email lherman@tpaa.org

Name of Athletic Director N/A contact front office

Athletic Director's email N/A contact front office

Athletic Director Qualifications (Professional Training and Experience)

We have qualified professionals on campus including several PE Majors, former HS and College coaches, former activities director, and former athletic director.

Facilities (Attach a full list of locations of sports play that are off campus and a complete list of sports if applicable):

Sport	Practice Facility	Game Site and Location
Cross Country	TPAA	TPAA
Girls Volleyball	TPAA	TPAA
Boys Basketball	TPAA	TPAA
Cheer	TPAA	TPAA
*Possible in coming years		
*Golf		
*Track n Field		
*Soccer		

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				Winter			
	<input checked="" type="checkbox"/> Cross Country	JV/V	JV		<input type="checkbox"/> Basketball	F-S/JV	
	<input type="checkbox"/> Field Hockey				<input type="checkbox"/> Soccer	JV	JV
	<input type="checkbox"/> Football				<input type="checkbox"/> Water Polo		
	<input type="checkbox"/> Golf				<input type="checkbox"/> Wrestling		
	<input type="checkbox"/> Tennis						
	<input checked="" type="checkbox"/> Volleyball		F-S				
	<input type="checkbox"/> Water Polo						
Spring							
	<input type="checkbox"/> Badminton						
	<input type="checkbox"/> Baseball						
	<input type="checkbox"/> Golf						
	<input type="checkbox"/> Gymnastics						
	<input type="checkbox"/> Lacrosse						
	<input type="checkbox"/> Softball						
	<input type="checkbox"/> Swimming						
	<input type="checkbox"/> Tennis						
	<input type="checkbox"/> Track & Field	JV/V	JV/V				
	<input type="checkbox"/> Volleyball						

Coaching Personnel – Please attach a list of all coaches' names and qualifications (professional training and experience).

Accreditation:

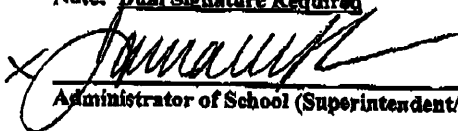
Accrediting Organization Name, Street Address, City, State and Zip Code

As a condition of membership, the following applies:

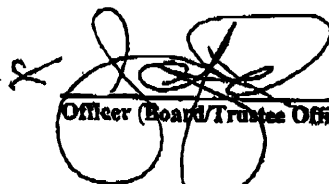
We have these items @

- ✓ 1. Submit a copy of previous October State of California Department of Education affidavit form (CBED's) with application request.
- ✓ 2. School must field one or more athletic teams in each season of sport. (Fall, Winter and Spring)
- ✓ 3. School must offer equal athletic opportunity for both boys and girls, if a coed school.
- ✓ 4. Submit support material such as brochures outlining the aims and objectives of the school, education and extra-curricular programs plus the requirements for graduation with application.
- ✓ 5. Submit application fee of \$100 with application.
- ✓ 6. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be assessed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.
- ✓ 7. 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.
- ✓ 8. 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.
- ✓ 9. Application must have dual signatures of the chief administrative officers of the school, a.g. principal/superintendent and Board/Trustee officer.
- ✓ 10. Applications must be received by May 1st for membership in the following school year.

Note: Dual Signature Required



Administrator of School (Superintendent/Principal)



Officer (Board/Trustee Officer)

Name of School

Name of District Board

Date

Date

Approved by CIF Southern Section Executive Committee

Area Placement _____

Date

Status:

Commissioner of Athletics

☐ Full Unrestricted

☐ Probationary

☐ Denied

Special Conditions of Membership

Revised August 8, 2012

TPAA Sports Coaches 2014-15

Sports for CIF Consideration in 2014-15, and projected sports in coming years.

***Possible in the Future**

Season/Sport	Coaches	Contact	Level
Fall-XCountry	M. Crook	mecrook@tpaa.org	JV
*Fall-Cheer	TBD		JV/V
Fall-Girls Volleyball	M. Breight	mebreight@tpaa.org	JV
Winter-Boys Basketball	B. Martin	bcmartin@tpaa.org	F-S, and JV
Winter-Boys Soccer	S. Delestre	sdelestre@tpaa.org	JV
Spring-Track n Field	M. Crook and B. Deason	mecrook@tpaa.org rwdeason@tpaa.org	JV
*Spring-Golf	TBD		JV/V
*Spring-Boys Volleyball	TBD		JV/V

Overall contact: Ryan Frazer

Email: tpaasports@gmail.com, or rfrazer@tpaa.org

Alternate Contact: Brian Martin

Email: bcmartin@tpaa.org

School Info:

The Palmdale Aerospace Academy "Griffins"

Colors: Light Blue/Metallic Gold

38060 20th Street East, Palmdale CA 93550

School Phone: 661-273-3680; School Secretary: Veronica Jenkins

School Headmaster: Dr. Laura Herman, Assistant Head Master: Mr. Matthew Winheim

For CIF Member Application: Submitted April 30th, 2014

**The Palmdale Aerospace Academy
38060 20th Street East, Palmdale CA 93550 www.tpaa.org**

Mission:

The Palmdale Aerospace Academy prepares its graduates for college and careers in the 21st century, aligned with workforce needs in the local area and beyond. The educational program emphasizes science, technology, engineering and mathematics (STEM) skills and views academics through the lens of aerospace. Challenging projects, hands-on activities and collaborative learning engage student interest to maximize learning potential.

The Palmdale Aerospace Academy will thrive through partnership with aerospace industry employers, the City of Palmdale, the Palmdale School District and others who help develop an innovative, relevant educational option.

Vision:

At The Palmdale Aerospace Academy, core academic concepts will come to life through applications relevant to aerospace. This will occur through the aerospace theme spiraling through the core curriculum, specialized elective classes and internships at the secondary level, clubs such as robotics, and through guest speakers, presentations and other enrichment activities stemming from local aerospace partnerships.

All students will be supported to achieve their academic potential, with differentiation based on individual students' needs, progress monitoring, and interventions.

Philosophy:

The Palmdale community has the responsibility to educate and prepare its youth for the future. This includes improving opportunities for today's youth to design, to create, and to explore new ideas. It is best satisfied by providing an institution which will hone the natural, maturing abilities of today's youth for tomorrow's future.

: TPAA Intramurals Philosophy; Draft April 28th, 2014

The philosophy of the intramural sports program at TPAA is to make participation in sports a meaningful part of a total education at TPAA, that reinforces the mission and vision of the school, and helps prepare students to be mentally and socially adjusted individuals through participation in competitive and recreational activities. The primary goal of our Intramural Sports program is to offer safe and positive activities to a large number of students, and to promote leadership opportunities, and character development by working in teams, and engaging in challenging activities.

By offering a free and open enrollment into Intramurals, this will provide appropriate and competitive levels of a variety of sports. Several sports will be offered, both gender specific and coed, throughout the year in 8-10 week seasons, and longer competitive seasons that parallel the California Interscholastic calendar, to allow our students to also participate in tournaments and competitive opportunities with other schools. Through these evolving opportunities in sports, our students and school community should benefit by an increased sense of school

pride and culture. Games and events should be open to our community and help promote our school as an environment that offers opportunities for student-athletes. This will also provide leadership opportunities as students adopt roles as team captains, team managers, and activity support roles such as score keeping, referee duties, and other administrative tasks that will help the intramural activities run smoothly. Community service hours can be made available to students who help in some of these capacities (as volunteers). All students will adhere to the required school documents and requirements for participation such as physicals, waivers, and academic eligibility. Teachers will act as advisors, and reinforce the TPAA school culture and behavior for athletic events.

A seasonal calendar for Fall, Winter, and Spring Sports will be a responsibility jointly held between the student officers of the intramural club and its advisors. Intramurals and Athletics are responsible for monitoring their own forms and finances through the school ASB or PTSO, and managing other documents such as inventory, game results, and promotion. Fundraising and community outreach should be a consideration in planning and maintaining existing intramural sports, and in adding additional sports. There will be no direct fees limiting students from participation; however fundraising efforts, and donations may be solicited in an effort to maintain and upgrade equipment, and competitive opportunities for some teams. School approval forms should be used in a timely matter for all facility use, and ASB/Leadership approval will be required. All events should be posted to the Student Activities or separate Intramurals Calendar. Office staff should be made aware (and given copies of) all rosters and game/practice schedules before the season begins, and be immediately informed of any changes via email as necessary. Depending on criteria that meets hours and numbers of student participants, quarterly stipends may be available for a limited number of coach/advisors, pending all forms and procedures are followed.

CBEDS

California Basic Educational Data System
California Department of Education
Revised (08/27/2013)

School Information Form (SIF) October 2013

School Information	
County:	Los Angeles
District:	The Palmdale Aerospace Academy
School:	The Palmdale Aerospace Academy
CDS Code:	19-64857-0125377

Contact Information / Certification	
Name of person completing the form Veronica Jenkins	
Phone: (661) 273-3660	
Certification - By electronically submitting the data to the CDE, I hereby certify that the data reported on this form are accurate.	
Name/Title of person certifying data Veronica Jenkins/Executive Assistant	Date 09/18/2013

A. Number of Classified Staff												
Report in whole numbers. (Single-school districts should report classified staff only on this form.)												
		Male						Female				
		American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic
1	Paraprofessionals Full-time											
2	Paraprofessionals Part-time											
3	Office/Clerical Staff Full-time									3		
4	Office/Clerical Staff Part-time									1		
5	Other Classified Staff Full-time											
6	Other Classified Staff Part-time					2	1	3		3	1	1
		Totals						Totals				

Full Time Equivalent of Classified Staff - NEW (see instructions in the CBEDS Administrative Manual)												
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.)												
		Male						Female				
		American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic
7	Paraprofessionals											
8	Office/Clerical Staff											
9	Other Classified Staff											
		Totals						Totals				

School Information Form (SIF) (Continued)

School: _____
CDS Code: _____

B. Educational Options/Independent Study/Online Education		D. Educational Calendar	
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.		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.	
Types of Educational Options	Number of Participating Students	1 Check the type of calendar on which your school operates.	
	K-3	9-12	
1 Alternative Schools and Programs of Choice. (Ed Code 58500)	0	0	<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Single-track <input type="checkbox"/> Multitrack
2 Magnet Schools or Programs.	0	0	
3 Unduplicated Total of Lines 1 & 2			
Independent Study/Online Education in all School Types (including charter schools)		2 For single-track or multitrack only, check one of the year-round calendars listed below.	
	K-3	9-12	<input type="checkbox"/> 60/20 <input type="checkbox"/> 90/30 <input type="checkbox"/> Concept 6 <input type="checkbox"/> Custom
4 How many students are taking one or more classes through independent study?	0	0	<input type="checkbox"/> 60/15 <input type="checkbox"/> 45/15 <input type="checkbox"/> Modified Concept
5 Of the students reported on line 4, how many are taking 50% or more of their classes through independent study?	0	0	3 For the 2012-13 school year, report your school's start date (first day of school) and end date (last day of school). If on a multitrack calendar, report the first day of school for the earliest track, and the last day of school for the latest track. For example, if Track A students are attending school from September 3, 2012 through May 15, 2013, and Track B students are attending school from November 1, 2012 through July 15, 2013, report the start date as 09/03/12 and the end date as 07/15/13.
6 How many students are taking one or more classes through online education?	0	0	Start Date <u>08/12/13</u> End Date <u>05/30/13</u> mo / day / year
7 Of the students reported on line 6, how many are taking 50% or more of their classes through online education?	0	0	
8 Unduplicated Total of Lines 4 & 6			
9 Number of students who completed one or more high school classes through independent study during any of grades 9-12 and who graduated during the 2012-13 school year (August 16, 2012 through August 15, 2013).		0	
C. Technology		E. Parental Exception Waiver from English-Language Classrooms	
On line 1, report the number of computers owned or leased by the school that are less than 48 months old and are used for direct instruction, curriculum development, classroom management, preparation of instructional materials, or similar activities. Do not include word processing only computers, thin clients, or tablet computers.		Report the number of waivers requested (new or renewed) and the number granted during October 3, 2012 through October 2, 2013 from parents or guardians of English learner (EL) students who petition for enrollment in a bilingual education class or other generally recognized alternative course of study.	
On line 2, report the total number of instructional settings (e.g., classroom, media center, library, gymnasium) used for instruction-related purposes. Please count each instructional setting only once.		1 Number of waivers requested. 0	
On line 3, report the number of instructional settings (e.g., classroom, media center, library, or gymnasium) used for instruction-related purposes that have high-speed Internet connectivity. High-speed connection for this purpose is 10 megabits or greater, capable of streaming instructional content.		2 Number of waivers granted. 0	
		F. Bilingual Paraprofessionals (Aides) Providing Services to ELs	
		Report, by language, the number of bilingual paraprofessionals who provide primary language support to ELs in the EL's primary language. Please refer to the List of Languages in the CBEDS Administrative Manual for languages used on this report.	
		Language	
		Bilingual Paraprofessionals (Aides)	
		1 0	
		2 0	
M. Truancy (2012-13)			
Report the total unduplicated number of students who were truant in the 2012-13 school year (July 1, 2012 through June 30, 2013). A student is considered truant when the student has an unexcused absence of more than 30 minutes on three or more days. A student should be counted only once in the total.			
1 How many computers does the school have that are used for instruction-related purposes?	430	1 Number of truant students. 395	
2 How many instructional settings are used for instruction-related purposes?	40	2 Explanation of zero truants.	
3 How many instructional settings have access to the Internet through at least one computer?	40		

Supplemental School Information Form (SIF)

School:
CDS Code:

**** Only to be completed by Independently Reporting Charter Schools ****

G. Estimated Number of Teacher Hires (2014-15)		H. High School Graduation Requirements (2013-14)	
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.)		Minimum units required for a high school diploma. (Report units to one decimal place.)	
Subject Areas	Estimated Number of Teacher Hires for 2014-15	Subject Areas	Units
1 Agriculture	.	1 English	40.
2 Art	.	2 Visual and Performing Arts	10.
3 Bilingual Education	.	3 Foreign Language	20.
4 Business	.	4 Foreign Language or Visual and Performing Arts	.
5 Dance	.	5 Health	5.
6 English	5	6 History-Social Science	30.
7 Foreign Language	2	7 Mathematics	30.
8 Health Education	1	8 Physical Education	.
9 Home Economics	.	9 Science	30.
10 Life Science	2	10 Community Service	.
11 Mathematics	5	11 Electives	30.
12 Music	.	12 Other Requirements	36.
13 Physical Education	2	13 Total units needed for graduation	230.
14 Physical Science	3	14 Units in a One-Year Course	10
15 Reading	0	Report the number of units in a one-year course. Typically, a one-year course is equivalent to 10 units. For example, if four years and 40 units of English are required for graduation, the number of units in a one-year course would be 10.	
16 Self-contained Classes	.	Specific Graduation Requirements for Mathematics and Science	
17 Special Education	1	For mathematics: Complete the following section ONLY if your district's high school graduation requirements for mathematics include any of the subjects listed below. For science: Specify laboratory science.	
18 Social Science/Studies	3.2	Mathematics Required for Graduation	Units
19 Drama/Theater	.	15 Geometry or Integrated Mathematics II (college preparatory)	10.
20 Trades and Industrial Arts	5	16 Algebra II or Integrated Mathematics III (college preparatory)	10.
21 Other Specializations	.	17 Probability and Statistics or Data Analysis	.
		Laboratory Science	Units
		18 Laboratory Science required for graduation	20.

**** Only to be completed by Independently Reporting Charter Schools ****

Supplemental School Information Form (SIF)

School:
CDS Code:

**** Only to be completed by School Improvement Grant (SIG) Participants ****

I. Increased Learning Time (2012-13)		J. School Year Minutes (2012-13)	
Indicate all methods for increased learning time, or indicate that learning time did not increase.		1	Number of minutes all students were required to be in class.
1	<input type="checkbox"/> Increased learning time through a longer school year.	K. Advanced Coursework/Dual Class Enrollment (2012-13)	
2	<input type="checkbox"/> Increased learning time through a longer school day.	1	The number of students who complete advanced coursework.
3	<input type="checkbox"/> Increased learning time either before or after school.	2	The number of students who complete at least one class in a postsecondary institution.
4	<input type="checkbox"/> Increased learning time through summer school.	3	The number of students who complete advanced coursework AND who complete at least one class in a postsecondary institution.
5	<input type="checkbox"/> Increased learning time through weekend school.	L. Attendance Rates (2012-13)	
6	<input type="checkbox"/> Increased learning time through another method. Explain in # 7 below.	1	Student Attendance Rate.
7	<input type="checkbox"/> Explanation of other method(s) of increased learning time: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	2	Teacher Attendance Rate. (Do not include administrative, guidance, media, library, health service, or classified positions.)
8	<input type="checkbox"/> Did not increase learning time.		

**** Only to be completed by School Improvement Grant (SIG) Participants ****

Palmdale Aerospace
38060 20th St. East
Palmdale CA 93550

www.tpaa.org

Graduation Requirements

The Palmdale Aerospace Academy, in partnership with the community, provides an exceptional education that prepares students to be successful members of our democratic society. The Palmdale Aerospace Academy prepares its graduates for college and careers in the 21st century, aligned with workforce needs in the local area and beyond. The educational program emphasizes science, technology, engineering and mathematics (STEM) skills and views academics through the lens of aerospace. Challenging projects, hands-on activities and collaborative learning engage student interest to maximize learning potential. The Palmdale Aerospace Academy thrives through partnership with employers who rely on STEM experts, the City of Palmdale, the Palmdale School District and others who help develop an innovative, relevant educational option. The graduation requirements encompass the knowledge, abilities, and experience necessary to develop the essential aptitudes and skills of successful participants in today's society in the 21st century: critical thinking and problem solving, clear and persuasive communication, collaboration and leading with influence, agility and adaptability, initiative and entrepreneurialism, accessing and analyzing information, and curiosity and imagination.

Students are provided with a world-class education tailored according to their individual needs and capabilities. It is one that develops within them the necessary skills requisite to pursue a career path in STEM fields. Students must demonstrate proficiency in STEM content, literacy, and numeracy. Those students not proficient will be provided academic interventions as necessary and appropriate.

Students enrolled at The Palmdale Aerospace Academy will be enrolled in Mathematics, Science, English/Language Arts, and a STEM elective every year.

These graduation requirements constitute the Academy's minimum standard for graduation, and are written in keeping with California Educational code and UC entry requirements, otherwise known as A-G. In addition to the following graduation requirements, students must pass the High School Exit Exam and participate in all other state and federally mandated assessments.

In order to earn a high school diploma from The Palmdale Aerospace Academy, students must earn a minimum of the following number of credits in each subject domain:

English.....	4 years, 40 credits
Mathematics.....	3 years, 30 credits
Social Science.....	3 years, 30 credits
Laboratory Science.....	3 years, 30 credits
Foreign Language Other than English.....	2 years, 20 credits
Visual/Performing Arts.....	1 year, 10 credits
Health.....	0.5 year, 5 credits
College Preparatory/STEM Elective.....	3 years, 30 credit

Students must earn at least 230 credits in order to earn a diploma from the Academy. It is imperative that students make appropriate academic progress each year so that they are able to remain at the Academy in good standing. Students falling behind in credits must enroll in an appropriate summer program in order to "catch up" or risk losing their eligibility to graduate.

Headmaster's Message

My name is Dr. Laura Herman, and as Headmaster I am excited to welcome each and every one of our 720+ students and families into The Palmdale Aerospace Academy community. We are looking forward to a terrific school year.

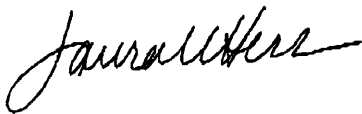
I am excited about the STEM-centered, project-based learning environment that we are creating here at the Academy. Educational experts agree that project-based learning is a great way to engage students in learning.

*John Mergendoller, executive director of the Buck Institute for Education (BIE) explains that "research has shown that students learn content as well or better using project based learning than with traditional instruction. It also shows that students remember what they have learned longer and are better able to use what they have learned. Project Based Learning provides the opportunity to learn and practice skills that traditional instruction often ignores -- working in groups, making choices, monitoring progress, thinking deeply about a problem or challenge, and communicating what has been learned. In short, Project Based Learning helps students not only learn content but also the 21st-century skills they will need to thrive in a quickly changing, globally connected world." This is **exactly** what we want for our students here at the Academy!*

Students, I encourage you to make the most of your time at the Academy. Here, you have the chance to get a top-notch, 21st century education, but only if you are willing to work for it. Commit yourselves to doing your best work in every class, to giving back to the community through Bridge projects, and to choosing extra-curricular activities that will enhance your experience (and they'll be fun, too). We want the best for you!

Parents, I encourage you to be actively involved in your student's learning, and communicate with us frequently about your child's progress. We also appreciate parent volunteers. Check out the links on the website if you'd like to support us by volunteering, participating in our very active Parent-Teacher-Student Organization (PTSO), participating in the school site council or applying to be a part of the Board of Directors.

I look forward to working with you this year. We have great things in store!



Laura U. Herman, Ed.D.
Headmaster

"Design...Create...Explore!"

The Palmdale Aerospace Academy
Attendance Policy

Excellent attendance is crucial for each student's success. In our project-based learning environment, it can be difficult for students to "make up" work that they miss, since projects often involve collaborative activities. When students are absent, there is simply no way for them to make-up the missed experience of the day. So, please encourage your student to attend school every day. We ask families to avoid scheduling appointments or other activities during school hours if at all possible. **We will be unable to dismiss students from school within 15 minutes of the end of the school day.** Thank you.

Of course, we understand that, on occasion, students may be absent from school for legitimate reasons (these reasons include illness, bereavement, medical/dental appointments that are unavoidable, etc.). For each student absence, the parent or guardian must clear the absence within 5 days of the absence date. Absences not cleared within the five day requirement will require a doctor's note to clear. You may clear absences either by:

1. Submitting a written a note, signed and dated by the parent or guardian, with the following information:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Date or dates of absence; and
 - d. Reason for absence.
2. Contacting the Academy by phone or in person to excuse the absence. When speaking to the school's attendance clerk, please report the following information:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Date or dates of absence; and
 - d. Reason for absence.

Excessive absences / truancy

- Students with an unexcused absence will not be allowed to submit make-up work for credit in any class. Make-up work will be accepted for excused absences only.
- Students with unexcused period absences will be required to complete one hour of after school work for each unexcused period absence. This work will be completed with the teacher of record or with administration.
- Students with unexcused full-day absences will be required to complete two hours of after school work for each unexcused full-day absence. This work may be completed with the teacher(s) of record or with administration.
- Any student with three or more unexcused absences (period or full-day) may be considered to be habitually truant. (Board policy)

The Palmdale Aerospace Academy Behavior Expectations / Code of Conduct

General expectations

Students and staff at the Academy are expected to respect others and support teaching and learning. Prohibited behavior at the Academy includes offensive language, ignoring a staff member's request, threats, slander, sexual harassment or misconduct, lying, theft and fighting. Any behavior that disrupts the Academy's educational environment will not be condoned. Disciplinary consequences will result for engaging in prohibited behavior. Willfully causing physical harm to another member of the Academy community may lead to removal from the school. Any student who steals from the school, another student or staff member may be subject to removal from the school.

Rules and regulations at the Academy conform to California Education Code and align with TPAA Board policies. Each policy is not specifically addressed here. An overview of some of the major categories follows.

Weapons

Guns, knives, explosives or weapons of any type are not permitted in the school, on the campus or at any off-campus school functions. Violations will lead to removal from the school. Items that appear to be weapons are prohibited as well and their possession carries the same penalty as possession of a weapon.

Drugs, Alcohol and Tobacco

Drugs, alcohol, and smoking are prohibited in the school, on the campus, or at off-campus school functions. Violations may lead to removal from the school.

Personal technology / electronics

At the Academy, the use of technology is intended to enhance each student's educational experience. To that end, we are developing a technology use philosophy that allows students to use their own technology as an educational tool. Whether a student is using Academy technology or a personal electronic device, students are expected to adhere to the Academy's technology use policies at all times. Technology use should never disrupt the learning environment. Failure to adhere to these policies may result in disciplinary consequence up to and including removal from the school.

Grade-level / Cross-curricular work

At the Palmdale Aerospace Academy, we are committed to preparing students for college and career. We emphasize 21st century skills that allow students to apply their skills across curricular boundaries and integrate their knowledge across subject areas.

<p style="text-align: center;">Project-based Learning</p> <p><i>Students will be expected to...</i></p> <ul style="list-style-type: none">• Complete projects – both subject-specific and cross curricular; both collaborative and independent• Use essential skills across the curriculum	<p style="text-align: center;">STEM</p> <p><i>Students will be expected to...</i></p> <ul style="list-style-type: none">• Complete the STEM elective course each year• Complete the CAPSTONE STEM project each year• Work with professionals in the industry to develop understanding of applications of Science, Mathematics and use of Technology
<p style="text-align: center;">Project-based Learning</p> <p><i>Teachers will be expected to...</i></p> <ul style="list-style-type: none">• Plan and integrate projects throughout the school year, with a target of four and a minimum of two cross-curricular projects each year• Use STEM-related projects to support inquiry-based learning strategies• Assess essential skills, including 21st century skills in each content area• Work collaboratively to assess student progress toward mastery	<p style="text-align: center;">STEM</p> <p><i>Teachers will be expected to...</i></p> <ul style="list-style-type: none">• Support STEM curricula (to the extent possible) in each course• Plan and coordinate with industry professionals to support learning in every class• Incorporate industry professionals in instruction and project-based learning

College / Career Readiness

The Academy is committed to emphasizing the relevance of middle and high school education. Academy students will understand the importance of their work and how it connects to their future plans. Students will receive support that will enable them to be successful TPAA graduates.

<p style="text-align: center;">College / Career Awareness</p> <p><i>Students will be expected to...</i></p> <ul style="list-style-type: none">• Participate in curricula designed to introduce college programs and career options• Demonstrate understanding of types of educational programs available, particularly STEM related• Demonstrate understanding of career options, particularly STEM related	<p style="text-align: center;">College / Career Preparedness</p> <p><i>Students will be expected to...</i></p> <ul style="list-style-type: none">• Participate in skills / interests assessment• Complete prerequisite requirements for their college / career program choice• Participate in internship (local) related to their field of interest• Create detailed post-graduation plan
<p style="text-align: center;">College / Career Awareness</p> <p><i>Teachers will be expected to...</i></p> <ul style="list-style-type: none">• Advise and support 30 students• Plan and present K-16 Bridge curricula, focused on STEM related college / career options• Provide focus on connection between middle / high school work and college / career	<p style="text-align: center;">College / Career Preparedness</p> <p><i>Teachers will be expected to...</i></p> <ul style="list-style-type: none">• Advise and support 30+ students• Monitor student progress; help coordinate appropriate interventions as needed• Coordinate internships for student advisees• Advise students as they create their detailed post-graduation plan



New Member School Evaluation Form

School Name San Luis Obispo Classical Academy High School

Principal Kateri Rein Years as Principal 5 CIF/Athletic Background? No

Athletic Director David Hazlebeck Years as A.D. 3 CIF/Athletic Background? Yes

Date of Contact

Notes

Visit/Phone: Face to Face Interview with Principal and Athletic Director – Tuesday, May 6, 2014

Visit/Phone _____

Enrollment	Now	Next Year	Target (Five Years)
Grade 9	Five	Sixteen - Seventeen	30-40 per grade
Grade 10	Seven	Five - Seven	140-160 Students is the goal
Grade 11	Six	Seven - Eight	
Grade 12	Three	Six - Seven	

Sports Fielded: Badminton, Baseball, Basketball, Cross Country, Field Hockey, Football, Golf, Gymnastics, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
	Cross Country		Volleyball
	Basketball		Soccer
	Volleyball		Swimming/Diving
Move to Varsity 1-2 years	Poss: Swim/Dive, T & F	Move to Varsity 1-2 years	Poss: Bask., T & F

Current Athletic Competition: Volleyball/Basketball/Swim against Non-CIF schools (Middle Schools/Private Schools/Clubs)

Facilities: On Campus Field for Soccer - Local Church Gym – VB & Bask. - Parks and Rec. Dept for Pool and Cross Country

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees.
7. Area Placement and league membership
8. Gender equity

Comments: They would like to go Free Lance, but by granting CIF-SS membership I feel their enrollment will increase and by the next relegating cycle they would be a potential fit for the Coast Valley League

Membership Recommendation: Recommend for Probationary Membership

Mark Rose – Northern Area Rep.

Executive Committee Member - Area Representative



10932 Pine Street
Los Alamitos, California 90720

Telephone: (562) 493-9500
FAX: (562) 493-6266

CIF Southern Section Membership Application

School Year 2014-2015
Name of School San Luis Obispo Classical Academy High School
Street Address 165 Grand Avenue
City and Zip Code San Luis Obispo 93405
School Telephone (805) 548-8700 Athletic Telephone (619) 857-3097 Fax (805) 548-8701

Type of School (Check where applicable)

<input checked="" type="checkbox"/> Grades 9-12	<input type="checkbox"/> Grades 10-12	
<input type="checkbox"/> Public	<input checked="" type="checkbox"/> Private	
<input checked="" type="checkbox"/> Coed	<input type="checkbox"/> All Boys	<input type="checkbox"/> All Girls

Number of Students per Grade (Current Year) 9th 5 10th 7 11th 6 12th 3 Total 21

Anticipated Future Enrollment 3 Years Hence 80 5 Years Hence 140

New Public High Schools under Construction – Planned Opening Date N/a

Charter Schools Only – Chartering District/Institution N/a

Athletic Program Goals and Objectives See attached (Program Goals and Objectives)

Athletic Administration

Name of Principal Kateri Rein Principal's email krein@sloclassical.org

Name of Athletic Director David Hazlebeck Athletic Director's email athletics@sloclassical.org

Athletic Director Qualifications (Professional Training and Experience)

See attached (Qualifications for D. Hazlebeck)

Facilities (Attach a full list of locations of sports play that are off campus and a complete list of sports if applicable):

Sport	Practice Facility	Game Site and Location
<u>Girl's Volleyball</u>	<u>Grace Church SLO</u>	<u>All away games</u>
<u>Boy's Basketball</u>	<u>Grace Church SLO</u>	<u>All away games</u>
<u>Boy's Volleyball</u>	<u>Grace Church SLO</u>	<u>All away games</u>
<u>Girl's Swimming</u>	<u>Sinsheimer Pool</u>	<u>All away meets</u>
<u> </u>	<u> </u>	<u> </u>
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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 Fall	Sport	Boys	Girls	Season Winter	Sport	Boys	Girls
<input type="checkbox"/>	Cross Country	<u>JV</u>	<u> </u>	<input type="checkbox"/>	Basketball	<u>JV</u>	<u> </u>
<input type="checkbox"/>	Field Hockey	<u> </u>	<u> </u>	<input type="checkbox"/>	Soccer	<u> </u>	<u>JV</u>
<input type="checkbox"/>	Football	<u> </u>	<u> </u>	<input type="checkbox"/>	Water Polo	<u> </u>	<u> </u>
<input type="checkbox"/>	Golf	<u> </u>	<u> </u>	<input type="checkbox"/>	Wrestling	<u> </u>	<u> </u>
<input type="checkbox"/>	Tennis	<u> </u>	<u> </u>				
<input type="checkbox"/>	Volleyball	<u> </u>	<u>JV</u>				
<input type="checkbox"/>	Water Polo	<u> </u>	<u> </u>				
Spring							
<input type="checkbox"/>	Badminton	<u> </u>	<u> </u>				
<input type="checkbox"/>	Baseball	<u> </u>	<u> </u>				
<input type="checkbox"/>	Golf	<u> </u>	<u> </u>				
<input type="checkbox"/>	Gymnastics	<u> </u>	<u> </u>				
<input type="checkbox"/>	Lacrosse	<u> </u>	<u> </u>				
<input type="checkbox"/>	Softball	<u> </u>	<u> </u>				
<input type="checkbox"/>	Swimming	<u> </u>	<u>JV</u>				
<input type="checkbox"/>	Tennis	<u> </u>	<u> </u>				
<input type="checkbox"/>	Track & Field	<u> </u>	<u> </u>				
<input type="checkbox"/>	Volleyball	<u>JV</u>	<u> </u>				

Coaching Personnel – Please attach a list of all coaches' names and qualifications (professional training and experience).

Accreditation:

Western Association of Schools and Colleges, 533 Airport Boulevard Suite 200, Burlingame, Ca

Accrediting Organization Name, Street Address, City, State and Zip Code

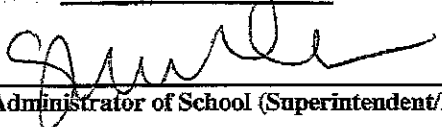
94010-2009

5B5

As a condition of membership, the following applies:

1. Submit a copy of previous October State of California Department of Education affidavit form (CBED's) with application request.
2. School must field one or more athletic teams in each season of sport. (Fall, Winter and Spring)
3. School must offer equal athletic opportunity for both boys and girls, if a coed school.
4. Submit support material such as brochures outlining the aims and objectives of the school, education and extra-curricular programs plus the requirements for graduation with application.
5. Submit application fee of \$100 with application.
6. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be assessed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.
7. 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.
8. 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.
9. Application must have dual signatures of the chief administrative officers of the school, e.g. principal/superintendent and Board/Trustee officer.
10. Applications must be received by May 1st for membership in the following school year.

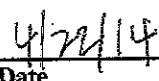
Note: Dual Signature Required

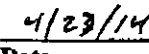

Administrator of School (Superintendent/Principal)


Officer (Board/Trustee Officer)


Name of School


Name of District Board


Date


Date

Approved by CIF Southern Section Executive Committee

Area Placement _____

Date

Status:

☐ Full Unrestricted

☐ Probationary

☐ Denied

Commissioner of Athletics

Special Conditions of Membership _____

Revised August 8, 2012

Main goals for each year:

- Give all our students the opportunity to play high school sports against other schools
- Win at least half of our games

Goals by 2017:

- Transition to varsity for the majority of our sports
- Add at least one sport per gender

Goals by 2024:

- Raise a CIF championship banner

Aims and objectives:

While SLO Classical Academy's focus has not been in the area of athletics during these first years, we do believe that athletics can play a vital role in a student's education by teaching the value of self-discipline, commitment, teamwork, self-control, setting and achieving goals, perseverance, fellowship, loyalty, and cooperation. Because of these beliefs, we are working to increase our athletic opportunities each year.

Each year, we offer a variety of enrichment opportunities related to the area of fitness - after school P.E. classes and Friday Academy Classes, which have included volleyball, Taekwondo, fencing, and dance.

This year we played coed indoor volleyball and beach volleyball. Our Middle School had a coed volleyball team, multiple basketball teams, and multiple Ultimate Frisbee teams.

Athletics is an area that needs growth for our school, and we see joining CIF as the best opportunity for our school. If we are able to join CIF, then it will be one more selling point for our unique school. Our focus will always be on academics, but having a strong athletics program is a goal as well. We want to be a well-balanced school for academics and athletics.

The mission at SLO Classical Academy High School is to be a community that forges character, fosters wisdom and nurtures a lifelong passion for learning.

This mission is the central guiding post in all we do at Classical Academy. From curricular choices, to classroom activities, to interactions on the lunchtime - our mission is at the forefront of decisions. The community behind this mission is defined by determination, creativity, and a desire to continue learning together at all times. We see ourselves as a team serving the sole purpose of capturing the minds and hearts of our children as we prepare them uniquely to be our future leaders.

Qualifications for David Hazlebeck:

- Two years of experience running the athletics program at SLO Classical Academy High School (sloCAHS)
 - including coaching, scheduling games and practices.
- One year of experience running the athletic program at SLO Classical Academy (SLOCA).
- Four-year, three-sport high school athlete.
- Three-year collegiate club athlete.
- Business and economics double major at Cal Poly, San Luis Obispo.
- Extrovert with great skills in interacting with people, and building relationships. Coached a variety of sports for many years including most of the current teams at SLOCA and all of the sloCAHS teams.
- Strong work ethic and willingness to put in the time and effort to ensure we follow the proper procedures based on the blue book.
- Great at managing his time and helping coaches manage theirs.
- Trained to umpire baseball, referee soccer, and coach sports.
- Dedicated to the success of our program.
- Well versed in excel and has experience balancing budgets.

Kateri Rein

krein@sloclassical.org

Education

Graduation 1990 Mills College, BA, Sociology, Oakland, CA

Graduation 1986 Kennewick High School, Kennewick, WA

Work Experience

High School and Enrichment Director, San Luis Obispo Classical Academy and High School 2009 – present

- High School Director:
 - Visionary founder
 - Curriculum development
 - Teacher hiring
 - Student and Family Care – including discipline
 - Coordinating of events including graduation
 - Oversee HS budget
- Enrichment Director:
 - Oversee the following areas/programs:
 - Academy Classes
 - Enrichment Classes
 - Field Trips
 - History Events
 - Athletics
- Lead Team:
 - Part of a team which runs the school
 - Vision collaboration
 - Care for teachers, families and students
 - Team work for decision making
 - Coordinating with Fundraising, Admissions, Events, Facility

Academy Classes Coordinator, San Luis Obispo Classical Academy

2007 – 2013

- Created and ran the Friday and after school enrichment classes
 - Program development
 - Interviewed, hired, reviewed and cared for teachers
 - Scheduling and calendar
 - Handled the budget and payroll
 - Student discipline and safety
 - Process optimization

Kindergarten Afternoon Teacher, San Luis Obispo Classical Academy

2006-2009

- Lesson plans
- Lesson implementation
- Student and family care

Teacher's Assistant Emotional Disabled Program, Hening Elementary School, Chesterfield, VA
1992-1994

- Care of students with some unusual and challenging behaviors
- Lesson planning for Kindergarten
- Art lessons for K-2nd
- Physical Education

Accounts Payable, American Baptist Seminary of the West, Berkeley, CA
1991-1992

- Managed payroll and other accounts payable activities

Bank Teller, Wells Fargo Bank, Oakland and Berkeley, CA 1987-1991
Lifeguard, Mills College, Oakland, CA 1987-1990

Volunteer Experience

San Luis Obispo Classical Academy, San Luis Obispo, CA

- Field Trip Coordinator
- Parent Team Leader
- Class Liaison
- History Team

La Leche League Leader, San Luis Obispo, CA
2000-2005

- Care for Mothers and Babies
 - Phone and in-person advising
 - Developed and lead monthly support meetings
- Managed membership, budget, library
- Coordinated meetings and locations

Coach List

Boy's Cross Country Coach – Jeff Miles: three year Division One NCAA cross country runner, three year Division One NCAA track runner, four year high school cross country, four year high school track runner, Kinesiology major.

Girl's Volleyball Coach – David Hazlebeck: nine years playing experience, three year high school volleyball player, two years coaching high school girl's volleyball, one year coaching middle school girl's volleyball.

Boy's Basketball Coach – Casey Jenkins: 12 years playing experience; two years coaching boy's basketball.

Girl's Soccer Coach – David Hazlebeck: 16 years playing experience, four year high school soccer player, five years coaching soccer, certified referee.

Boy's Volleyball Coach – Paul Hazlebeck: nine years playing experience, four year high school volleyball player, two years coaching high school boy's volleyball, one year coaching middle school boy's volleyball.

Girl's Swimming Coach – David Hazlebeck: three years of club swimming, one year high school swimming, seven years playing water polo, three years coaching water polo.

By the start of the 2014-15 school year, all coaches will be First Aid and CPR certified, as well as having completed a course in concussion training and a "how to coach" course specific to the sport they are coaching.

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California Department of
EDUCATION



Private School Affidavit Confirmation 2013-14

(covers the period October 1, 2013 through September 30, 2014)

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:	10/2/2013 11:13:41 AM
Confirmation:	134538
Page Generated:	10/2/2013 11:13:41 AM

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

Yes

School Information

1. Name of School	San Luis Obispo Classical Academy
2. CDE-assigned 14 digit CDS code if one was previously assigned	40688096131916
3. County in which school is located	San Luis Obispo
4. Public school district in which school is located	San Luis Coastal Unified
5. Street Address (P.O. Box is not acceptable)	165 Grand Avenue
6. City	San Luis Obispo, CA 93405 -
7. School Telephone Number	805-548-8700
8. Optional School Fax Number	--
9. School E-mail Address	info@sloclassicalacademy.com
10. Optional School E-mail Address	pburdick@sloclassical.org
11. Optional School Web Site Address	
12. Mailing Address (only if different)	PO Box 3601

(above)	
Mailing City (only if #12 has response)	San Luis Obispo, CA 93403 -
14. Type of School	Coeducational
15. School Accommodations	Day Only
16. This school is a certified Nonpublic, Nonsectarian School	No
17. Grade Span offered	Lowest: K Highest: 12
18. High School Diploma Offered	Yes
19. Classification of school	Non-Religious

Prior Year School Information

0. Has this school ever filed a Private school Affidavit under a different school name?	No
1. Former name of school (if "Yes" answered to previous question)	
2. 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, 9 months Oldest: 17	
25. Enrollment on a single date between October 1-15, 2013 . If school was not operating during this period, enter enrollment on a single date during current month. * (NOTE: Do not report pre-school enrollment; pre-schools that do not offer kindergarten should not file this PSA.)	Grade	Number of Pupils
	Kindergarten	18
	First Grade	29
	Second Grade	26
	Third Grade	25
	Fourth Grade	25
	Fifth Grade	21
	Sixth Grade	29
	Seventh Grade	32
	Eighth Grade	35
	Ninth Grade	4
	Tenth Grade	6
	Eleventh Grade	7
	Twelfth Grade	3
	Ungraded Elementary	0
	Ungraded Secondary	0
	Total Enrollment	260
26. Number of Twelfth Grade	2	

Number of School Staff	Staff Type	Number of Staff
	Full-time Teachers	3
	Part-time Teachers	32
	Administrators	3
	Other Staff	12
	"Other Staff" includes instructional aides, therapists, secretaries, etc.	

Administrative Staff

28. Site Administrator	Mrs. Susan Theule
29. Site Administrator Title	Director
30. Site Administrator E-mail Address	director@sloclassicalacademy.com
31. Director or Principal Officer Name	Mrs. Susan Theule
32. Director or Principal Officer Position	Director
33. Director or Principal Officer Address	director@sloclassicalacademy.com
34. Director or Principal Officer City	San Luis Obispo, CA 93403 - 3601
35. Director or Principal Officer E-mail Address	director@sloclassicalacademy.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. Susan Theule
37. Address (Location of Records)	165 Grand Avenue
38. City	San Luis Obispo, CA 93405 -
39. E-mail Address	director@sloclassicalacademy.com

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.

Private School Affidavits are public documents viewable by the public.

- 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 school	Susan Theule
Title	Director
Telephone Number	805-548-8700
Electronic Signature - Birth Month	***** Not displayed for security purposes
Electronic Signature - Birthday	***** Not displayed for security purposes
Electronic Signature - Question	What is your favorite color?
Electronic Signature - Answer	***** Not displayed for security purposes

Form Submitted	10/2/2013 11:13:41 AM
Confirmation	134538
Page Generated	10/2/2013 11:13:41 AM

Confirmation message sent to info@slclassicalacademy.com.

Confirmation message sent to director@slclassicalacademy.com.

sloCAHS Core Values:

We love our mission to be a community that forges character, fosters wisdom and nurtures a lifelong passion for learning. How do we pull it off, though, and what does it really mean? Our team holds to certain core values, and we think you'd like to see them. The community of SLO Classical Academy, consisting of Leadership, Staff, Teachers, Parents and Students, hold to the following core values in the accomplishment of our mission:

- We are committed to being a learning community where all take part in our shared goal of providing a quality, vibrant classical education and all it encompasses.
- We are committed to utilizing Classical education that is integrated, stimulating, and creative.
- We believe that character is as important as academics, and therefore opportunities to develop character should be available at every juncture, with the goal of helping students develop lasting virtue.
- We believe families are integral to students thriving in an educational setting.

Want to know more? Here are those core values fleshed out even more:

On Community. . .

We believe that our school community serves to assist, support and inspire our roles as parents and staff as we seek to reach common goals together. Our community has one shared core agenda – that of providing a quality, vibrant classical education and all that encompasses. We are a *learning community* – one that acknowledges that we are all still learning and which values that lifelong learning process. We are a community that can only function well when all members are committed to being a part of making our school a place characterized by both excellence and grace. All community members are needed and valued for their unique perspective and contributions. We are a community that values not only excellent academics, but character development. We, as a community seek to model exemplary behavior by honoring our Code of Conduct.

On Education. . .

We are committed to *classical education* as the guiding spine for making academic decisions. Classical education promotes a lifelong love of learning and provides the tools to think for oneself. It is a time-tested educational approach that lays a firm foundation in history, language, math, fine arts and science, training students

NOW Serving ages 3 - High School!

THINK SMALL CLASS SIZE IS A DREAM?

Think again! At SLO Classical Academy, we have 14 students in a class.

THINK A TOP-NOTCH EDUCATION IS OUT OF REACH?

Think again! SLOCA offers an affordable option that offers the best in curricula, teachers and community.

THINK FAMILY TIME IS IMPORTANT?

We do too!
Family is central to the learning experience.

WANT TO KNOW MORE?

Think again at
www.sloclassicalacademy.org

San Luis Obispo

CLASSICAL ACADEMY



Post To:



PROGRAM *options*

Early Childhood Programs – Our education begins when children ages 3-5 attend our preschool and junior kindergarten programs, which are focused on fostering a love of wonderful literature, utilizing purposeful play, interacting with nature, and laying the foundations for math and language.

2 Day Program (K-8th) – With our signature hybrid program, the school plans a full week of rich, quality instruction. Students attend school days with competent, dynamic teachers 2 days a week in small classes and follow the plans laid out by the school at home the other three days a week.

4 Day Program (5th-8th) – Students in grades 5-8 attend core classes two days a week, labs and enrichment courses the other two days a week, with optional classes on Fridays. They receive teacher guidance during their labs as they work on their math, writing, Latin and other assignments, and then are exposed to wonderful classes that expand and enrich their educational experience.

University-Model High School – Students attend classes Monday, Wednesday, and Friday, leaving Tuesday and Thursday open to complete assignments at their own pace. This enables students to have more time to pursue interests and encourages students to become self-directed as they learn to manage their time and study independently.

GRADUATION REQUIREMENTS

Definitions

- "Credits " are points earned for semester of a class. Most classes receive one credit, although some electives that meet less than two hours per week at school are often a half credit.
- "Advanced mathematics and science" are those classes that go beyond the required classes for graduation and may include Pre-calculus, Calculus, Physics or a second year of Chemistry or Biology.

Guidelines

- Forty-six credits are required for graduation
- Two credits each are giving for Latin 1A and 1B and Algebra I if taken at SLOCA
- The following credits are required for graduation from sloCAHS:

○ History		8
○ Literature	8	
○ Science	6	
○ Math		6
○ Foreign Language	6	
○ Fine Arts	2	
○ Core Electives		8
- Students must take their full academic load in their junior and senior years with a minimum of seven units in their senior year to qualify for graduation from sloCAHS. Exceptions will only be made for students taking advanced courses that are not offered at sloCAHS.
- Advanced Mathematics, Science and Language are encouraged for college-bound seniors, but not required for graduation. Students may wish to consult the UC A-G requirements for admission before deciding their course of study.
- Cuesta Classes
 - We will accept Cuesta Classes for credit when they are classes that we are unable to offer at sloCAHS at the time that a student needs to take those classes.

sloCAHS/Homeschool Partner Program

- Part-time students who do not qualify for graduation, but have completed a full course of study through additional homeschool classes, may qualify to be included in graduation ceremonies through our "sloCAHS/Homeschool Partner Program."
- sloCAHS/Homeschool Partner Program graduates will received their diploma from their parents, not from sloCAHS.
- Those participating in this program may participate in all activities, but may not hold positions of leadership on student councils/clubs.

GRADUATING WITH HONORS

We recognize the following honors:

"Summa cum laude" for any students achieving a 3.75 to 4.0 cumulative GPA.

"Magna cum laude" for any students achieving a 3.5 to 3.74 cumulative GPA.

"Cum laude" for any students achieving a 3.25 to 3.49 cumulative GPA.

- All academic honors are based on the student's overall GPA from 9th through 12th grade.

1 CLASSICAL EDUCATION

Students take what they have been learning since grammar school and focus on the science and art of communication and expression. This is a stage of connecting ideas across the subjects, developing their own voice, skillfully debating, learning the art of persuasion, exercising wisdom and critical thinking.

10 SELF-MOTIVATION

"Through the university-model of this high school, students are given an early opportunity to work on self-motivation through time management. I would rather them make those time management mistakes while still at home."

9 SOCIAL AND EDUCATIONAL OPPORTUNITIES

The high school offers fun social and educational opportunities through field trips, volleyball, café studying, literary club, camping, movies as well as opportunities to gain leadership skills through developing new clubs and teams.

8 NO FALLING THROUGH THE CRACKS

Small class sizes means lots of teacher time with the ability to cater to learning styles, special circumstances, and individual needs.

TOP 10 reasons PARENTS send their high schoolers to sLoCAHS

5 FAMILY IMPACT

"These high school years are flying by so quickly, I appreciate the extra home time with my child. It allows for more flexibility as a family and I am learning more too!"

7 CONFIDENCE BUILDING

While in the safety of a nurturing community, students gain much experience in oral presentations and discussions, all of which build their confidence and give them personal experience to call upon when in larger group settings and those skills are required.

2 GREAT TEACHERS

...who love their subjects and are excited to share their enthusiasm in their classes, and who have time to get to know each student.

3 LOVE OF LEARNING

"While I spent my high school years doing as little as possible, my child loves school and even better, loves to learn. I struggled in college after wasting 4 years, but I know my child will be ready and do well."

4 COMMUNITY

"Students are learning great life-skills in getting along with different kinds of people because everyone is accepted and appreciated for who they are."

6 CREATIVE AND LOGICAL THINKING

"I appreciate how the students are learning to form and back-up their opinions while respecting others' opinions at the same time. Student discussions and debates are so impressive - thoughtful and challenging."

EDUCATION IS NOT PREPARATION FOR LIFE. EDUCATION IS LIFE.

JOHN DEWEY

CLASSICAL:

- Classical education is interdisciplinary. History, literature, math, science, the arts and philosophy overlap, allowing for a greater knowledge base and enhanced learning opportunities.
- Socratic Method, open-ended and in-depth questions, encourages critical thinking.
- Class discussions, oral presentations, debates, and writing place an emphasis on communication and rhetoric.
- The study of great literature increases writing ability, inspires critical thinking, and fosters wisdom.

COMMUNITY:

- All students are recognized and respected for their distinct contributions to the classroom and community.
- All school activities, such as camping trips, fieldtrips and socials allow for fun, rest and relaxation as well as a closer community.
- Clubs and sports are open to all. Students develop leadership skills as they take part in the building of these activities.
- Life skills are enhanced by learning to appreciate a variety of people; working through differences and staying engaged is valued and expected.

SMALLER SIZE:

- Teachers have more time to work with individual needs in order to challenge and support students to reach their full potential.
- All students are naturally compelled to engage in their learning.
- Every student is expected and does play a vital role in class discussions and community life.
- Individual circumstances and needs can be accommodated.

UNIVERSITY-MODEL:

- Students alternate between school (M, W, F) and home work days (T, Th) encouraging self-direction and motivation.
- The schedule allows more time to pursue such interests as sports, music, and volunteering.

COLLEGE PREP:

- sloCAHS is WASC accredited.
- Students have developed a thirst for learning, the art and discipline of studying and the ability to discern quality educational experiences, fully preparing them to make the most of college life.
- The course work, when taken as a complete program, is designed to enable students to have the optimum classes and experience to get into college.
- SAT prep classes are offered.

PREP FOR REAL LIFE:

- Learning to get along with diverse personalities in a smaller group prepares them for real life work and social experiences.
- Through Classical Education, students are exposed to a variety of philosophies that challenge their conventional wisdom and comfort and expand their understanding of the world around them.
- Healthy debate, honest, but collegial critique, and even occasional discomfort helps develop integrated, thoughtful, and articulate graduates.
- Students are trained, sharpened and refined rather than shielded from the difficult questions of life.
- Critical thinking skills are developed; an increasingly rare skill set highly desired by employers.

LEARNING ENVIRONMENT:

- Love of learning is renewed, fostered, and encouraged.
- High standards for learning are set, but students are met at their individual levels.
- Students with all learning styles thrive and enjoy their educational journey.
- Classes are not geared to standardized tests, information easily forgotten later; rather they are focused on learning depth and richness, increasing retention, meaning and understanding of life
- Our classes are engaging and interactive with enthusiastically engaged teachers and students.

SLOCAHS, A WISE INVESTMENT



SLO Classical Academy High School Philosophy



ABOUT OUR HIGH SCHOOL

San Luis Obispo Classical Academy High School (sloCAHS) offers a unique combination of exceptional classical education, highly qualified and dedicated teachers, and students who are thinking and thriving. SloCAHS' unparalleled learning environment crafts a different type of student – one who is knowledgeable and thinks critically with the ability to discern, analyze, problem solve, and effectively communicate his or her own opinions. SloCAHS students are not only well prepared to succeed in college, but are also imbued with the increasingly rare skills and habits required to become leaders and lifelong learners. Read on to learn more about this outstanding program's philosophy of classical education, its nurturing social community, and the specific courses offered and their uncompromising goals.

OUR CLASSICAL EDUCATION APPROACH

Classical teaching techniques have been proven to prepare students to perform well on standardized tests and succeed in college. The classical education offered at SLOCA encompasses three guiding principles: the Rhetoric stage of the Trivium, Great Books, and the Socratic Method.

Rhetoric builds off of the two prior stages of the Trivium, grammar and logic (taught in SLOCA in grades K – 8), by honing students' ability to persuade. The art of persuasion demands not only a grounded understanding of a topic, but also a critical interpretation of it, and finally the ability to effectively communicate this opinion through oral presentations, class discussions, debates, and essays. This approach guides instruction in every class as students are asked to absorb, evaluate, and then express their outlooks on everything from fictional characters to scientific theories.

SLOCA High School students are not only well prepared to succeed in college, but are also imbued with the increasingly rare skills and habits required to become leaders and lifelong learners.

Great Books have been tested by time and have stretched across cultures, generations, and human differences. They are the best of mankind's literary achievements. Too often schools will settle for books that are deemed easier or more current than the classics, but frequently these choices entertain for a moment rather than affecting the reader for a lifetime. Classics speak to today's students as they have spoken to mankind throughout the ages. Great Books will awaken students' imaginations, help shape their moral character, and provide a matchless model of writing. They will also equip students for meaningful, challenging conversations and improve their understanding of future reading since good writing so often includes references to the classics.

The Socratic Method is the technique developed by Socrates that teaches through questioning, encouraging deep thinking over rote learning. Questions are in-depth and open-ended and thus challenge the student to process information in a way that reaches beyond exposure, beyond memorization, to draw out critical thinking. In this way we diverge significantly from most educational institutions, which have trended towards prescribed, formulaic instruction. The Socratic Method, on the

other hand, trains students how to think independently, engage in dialogue of differing perspectives, grapple with big questions, and communicate effectively.

SOCIAL DYNAMICS

SloCAHS is a safe community for students to gather, study, connect, and grow into responsible young adults. In our small High School setting, students experience each academic year alongside a tight-knit peer group. This setting creates a unique opportunity for students to grow together and draw on one another's strengths in an atmosphere of respect and camaraderie. Small class sizes foster a safe environment through accountability and intentional character development, and they also allow for the focused, individual attention necessary to craft a truly rich and tailored educational experience.



We are continually offering additional opportunities to cultivate the social life of the sloCAHS student. These include, but are not limited to: a literary arts review club, blog contributions, the volleyball team, annual out of town field trips, camping excursions, prom, movie nights, and outings to performances. Students are also encouraged to pursue their own interests and develop personal initiative by establishing, with the school's support, new clubs and activities.

PROGRAM COURSES

At sloCAHS classes are held university style. Students attend classes Monday, Wednesday, and Friday, leaving Tuesday and Thursday open to complete assignments at their own pace. This flexible schedule allows students freedom to explore areas of interest and the independent work encourages them to become self-directed in their learning as they learn first-hand how to manage their time, study independently, and for those heading to college, adapt to a college-style schedule. We believe these skills will play an important role as students continue in their learning in college and beyond. Please see below for a brief overview of our courses and an explanation of each course's core values and educational goals. In addition, keep in mind that course offerings will expand along with our population.

History and Literature	Ancient	Medieval and Renaissance	American History	Modern History
Mathematical Thinking and Subject Based	Algebra I Geometry	Algebra II	Trigonometry	Calculus
Science with Labs	Earth Science	Biology	Chemistry	Physics
Foreign Language	Latin IA and up	Latin Literature (translation)	Spanish I, II and will continue to add levels	
Electives	Studio Art	Speech/Debate	Beyond SLOCA	Current Events

History and Literature

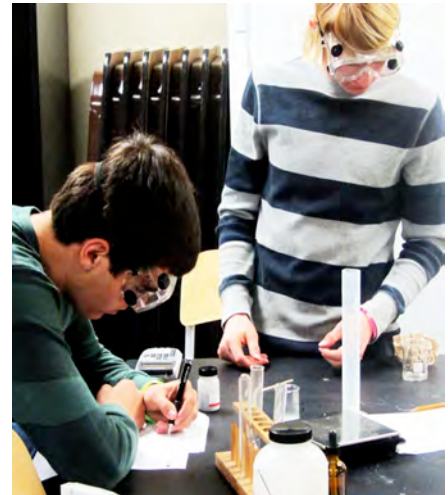
Our history and literature courses are combined into one course with credit given for each subject. In this integrated class, time is spent equally on history and literature, regularly reading texts with both historical and literary value, to provide an integrated, meaningful, and extensive study. This comprehensive approach includes history textbooks, primary source documents (diaries, speeches, letters, autobiographies, and articles), and literature from period authors (short stories, poems, and novels). Students internalize their learning and improve their academic skills through frequent Socratic discussions, written responses, essays, debates, and speeches. Students will leave this course with a solid knowledge and appreciation of the period history, geography, government and literature, and strengthened reading, writing, thinking, and public speaking skills.

Mathematical thinking with subject-based instruction

Our innovative math courses will expose students to the world of mathematical puzzles and applications, which will develop their ability for abstract thought as well as their aptitude towards solving real-world problems. In these courses students will learn how to read standard and non-standard word problems, identify any missing information within them, and develop an approach toward a solution. Students will be able to write with mathematical precision and recognize certain mathematical tricks, tools and techniques that are often helpful to tackle problems where a solution is not quickly seen.

Sciences

Building on a strong foundation of key concepts, students in our science courses become proficient at scientific investigation, increase their powers of observation, and develop accuracy in their thought and work. Regular hands-on demonstrations and laboratories engage student interest and reveal the wonder in the world and universe around them. In keeping with the focus of the Classical Academy, pupils also study the importance of science in the development of civilization, as well as practical implementations in daily life.



Foreign Language – Latin and Spanish

In the Latin course, students better understand their own English language, as its vocabulary and grammar are based on those of Latin. Students also discover a whole world of archaeology, history, mythology, religion, and culture. Through understanding the Romans better, students gain an appreciation of their own history, law, government, and literature. Though Latin is no longer a commonly used language, it continues to play a role in vocabulary specific to science and law. Perhaps most significantly, it serves almost as a “laboratory language” which is very precise in its expression and consistent in its rules. The hard work students put into learning Latin brings rewards such as an expanded vocabulary, which may lead to higher verbal SAT scores; a foundation for learning a modern language, which will make learning Romance Languages easier; and honed critical thinking skills that will benefit them in whatever subjects they may study. For as students' understanding of the workings of language increases, so does their ability to think, speak, and write effectively.

We also have Spanish for those students interested in studying a modern language. We will continue to add Spanish level classes as our student population develops those needs.

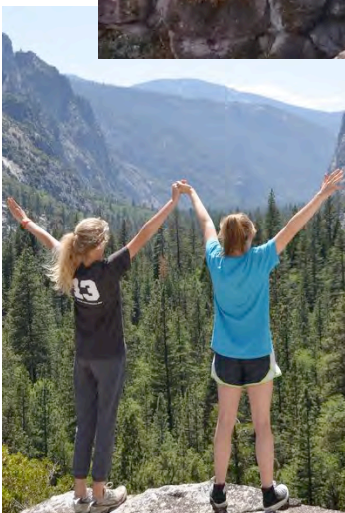
Electives/Clubs

Classical education addresses the whole person. Electives help develop individual areas of interest while also stimulating new pursuits, opening pathways that nurture a lifelong love of learning. Our Art courses are a prime examples of this meaningful enrichment as students learn to appreciate the skill and beauty in art as they have in prose. In addition, in our Current Events elective course, students practice critical thinking by presenting news topics from various sources, discussing these topics, and connecting their knowledge with all that they have been learning in history. Our vision list for future electives and clubs include mock trial, debate, theater, and robotics.

Athletics

The athletic philosophy of sloCAHS is in unison with the academic philosophy. We believe that young people develop as a whole. The intellect, emotions, and social interactions grow alongside one's physical body. While resources and student population limits our athletics offerings presently, we are actively pursuing opportunities to grow into an athletics program that supports the development of the whole person. Our goal is not to offer every sport, but rather to cultivate those sports that we can compete in with excellence.

Presently sloCAHS students participate in intramural volleyball and are being coached in the skills that will translate into an interscholastic volleyball program. Our students have also had the opportunity to run together as a running club. Some have competed in 5K runs outside of school as well. These and other sports are expected to expand into a sports program that will focus on technique, discipline, and teamwork in order to perform with excellence on the court or field of play. We have great hope for athletics at sloCAHS and look forward to growing them as we grow.



To Whom It May Concern:

Our school is only five years old, but growing incredibly fast. On average, we have had a 35% increase in enrollment every year for the last three years. Although we are playing JV this year and offering 6 sports, our program will grow as our enrollment grows. We plan to transition to varsity sports in addition to increasing the number of sports we offer. If you would like any more information regarding our school, our website is <http://sloclassicalacademy.com>.

Sincerely,

David Hazlebeck



Ventura County Christian School

96 MacMillan Avenue • Ventura, CA 93001-3325 • Phone (805) 641-0187 • Fax (805) 641-0252

Fax Cover Sheet

Fax # (805) 641-0252

Date: 28 APRIL 2014

Number of pages : 8
(including cover sheet)

To: C.I.F. Southern Section Office Fax #: 562-493-6266

Fr.: ARNULFO JACINTO - A.D. Of: VENTURA CO. CHRIST. HIGH

☒ Per your request ☐ Confidential ☐ Urgent ☐ Please reply ☐ For Your Information

Message:

THE FOLLOWING IS THE APPLICATION & FORMS
REQUESTED BY C.I.F.-SS FOR MEMBERSHIP -
AN E-MAIL WILL ALSO BE SENT TO MAKE
SURE YOU HAVE RECEIVED THE PROPER
INFORMATION AND PAPERWORK.

A. JACINTO -
ATHLETIC DIRECTOR

96 MacMillan Ave. • Ventura, CA, 93001 • Phone (805) 641-0187



10932 Pine Street
Los Alamitos, California 90720

Telephone: (562) 493-9500
FAX: (562) 493-6266

CIF Southern Section Membership Application

School Year 2014-2015
Name of School VENTURA COUNTY CHRISTIAN HIGH SCHOOL
Street Address 96 MACMILLAN ST.
City and Zip Code VENTURA 93004
School Telephone 805)641-0187 Athletic Telephone SAME Fax _____

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 1 10th 10 11th 2 12th 2 Total 15

Anticipated Future Enrollment 3 Years Hence 18 5 Years Hence 30

New Public High Schools under Construction – Planned Opening Date N/A

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives TO DEVELOP SWIMMERS, CROSS COUNTRY RUNNERS TO C.I.F LEVEL COMPETITION WITHIN 5 YEARS

Athletic Administration

Name of Principal TANJA ~~XXXXXXXX~~ GEUE

Principal's email tgeue@sbcglobal.net

Name of Athletic Director ARNULFO JACINTO

Athletic Director's email a.jacinto61@gmail.com

Athletic Director Qualifications (Professional Training and Experience)

SEE RESUME

Facilities (Attach a full list of locations of sports play that are off campus and a complete list of sports if applicable):

Sport	Practice Facility	Game Site and Location
<u>SWIMMING</u>	<u>VENTURA AQUATIC CENTER</u>	<u>SAME</u>
<u>TRACK & FIELD</u>	<u>VENTURA CO. CHRIST. HIGH</u>	<u>VENTURA HIGH COLLEGE</u>

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	<u>X</u>	<u>X</u>	Winter	Basketball		
	Field Hockey				Soccer	<u>X</u>	<u>X</u>
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming	<u>X</u>	<u>X</u>				
	Tennis						
	Track & Field	<u>X</u>	<u>X</u>				
	Volleyball						

Coaching Personnel – Please attach a list of all coaches' names and qualifications (professional training and experience).

Accreditation:

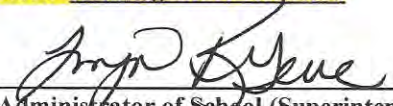
ARNULFO JACINTO - SEE RESUME

Accrediting Organization Name, Street Address, City, State and Zip Code

As a condition of membership, the following applies:

1. Submit a copy of previous October State of California Department of Education affidavit form (CBED's) with application request.
2. School must field one or more athletic teams in each season of sport. (Fall, Winter and Spring)
3. School must offer equal athletic opportunity for both boys and girls, if a coed school.
4. Submit support material such as brochures outlining the aims and objectives of the school, education and extra-curricular programs plus the requirements for graduation with application.
5. Submit application fee of \$100 with application.
6. Application must be approved by the CIF Southern Section Executive Committee. Upon approval, your school will be assessed annual membership dues of \$50 per sport fielded. These dues must be received by the Southern Section office by November 1 of each year.
7. 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.
8. 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.
9. Application must have dual signatures of the chief administrative officers of the school, e.g. principal/superintendent and Board/Trustee officer.
10. Applications must be received by **May 1st** for membership in the following school year.

Note: Dual Signature Required



Administrator of School (Superintendent/Principal)

VENTURA COUNTY CHRISTIAN SCH.

Name of School

29 APRIL 2014

Date



Officer (Board/Trustee Officer)

VENTURA Co. CHRIST. SCH. DIST.

Name of District Board

29 APRIL 2014

Date

Approved by CIF Southern Section Executive Committee

Date

Commissioner of Athletics

Area Placement _____

Status:

- ☐ Full Unrestricted
☐ Probationary
☐ Denied

Special Conditions of Membership _____

Arnulfo M.G. Jacinto, Jr.

Objective

Obtain CIF certification in Swimming & Track for VCCS

Experience

Jan. 2012 – Present Ventura County Christian School Ventura, CA

Teacher/Coach/Athletic Director

- Fine Arts & Studio Arts
- Intro to Art History
- Physical Education
- Swim Coach

Aug. 2012 – Present AJ Squared Productions Ventura, CA

Owner/CEO/Artistic Director

- Custom Murals
- Signs & Banners
- Portraits
- Brochures
- Photo retouching

2010 – Present SCAF Official Ventura, CA

Water Polo Referee/Swim Referee

2009 – Dec. 2011 Aaron Brothers Santa Barbara, CA

Lead Custom Framer/Certified Public Framer

- Produced high quality custom framing with high volume.
- Increased sales of custom shadow boxes.
- 98% rating on last audit – the highest in 10 years.

2006 – 2009 DBA Jacinto Enterprises Ojai, CA

Owner/Artist/Coach

Owned & managed five divisions of the business which included house painting, concrete overlaying, underwater hull cleaning, custom murals & illustrations, and Sprint Olympic Kayak coaching (National Certification USCKT).

<p>2002 – 2008 <i>Training for 2008 U.S. Olympic Team – Sprint Kayak</i> Needed short-term and/or flexible jobs due to long hours of training and traveling.</p>
--

2006	Gold's Gym	Ventura, CA
2005	Hollywood Fitness	Oxnard, CA

Personal Trainer

2004 – 2006 Self Employed Ojai, CA
Kayak Tours/Underwater Hull Cleaning

2003 – 2004 Dial Security Camarillo, CA
Sales Associate

2002 – 2003 American Diversified Services Culver City, CA
Sales Associate

1996 – 2002	<i>National Western Regional Development Coach – Sprint Olympic Kayak (USCKT)</i>
Needed short-term and/or flexible jobs due to long hours of training and traveling.	

2001 – 2002 Sports Chalet Oxnard, CA
Sales Associate

2000 – 2001 Oshman's Sporting USA Camarillo, CA
Visual Merchandise Manager

1999 St. Sebastian School Santa Paula, CA
Teacher

1998 – 1999 Indigo Ink Manufacturing Oxnard, CA
Airbrush Supervisor

1997 – 1998 Ben Franklin's Framing & Art Supplies Oxnard, CA
Sales Associate

1996 – 1997 Aaron Brothers Ventura, CA
Assistant Manager

Jan. 1996 – Jun. 1996 Ventura County Christian High School Ventura, CA
Teacher/Coach

1994 Olympic Training Center Lake Placid, NY
U.S. National Junior Development Coach

1986 – 1993 Santa Paula Fire Department Santa Paula, CA
Firefighter/EMT

1989 – 1992 Tulmar Marketing Corp. Oxnard, CA
Art Director

1984 – 1989 Art Center Business of Design Santa Paula, CA
CEO/Art Director

1980 – 1984 Ted Castro Signs Santa Paula, CA
Apprentice Artist

Education

- 1993 – 1996 University of Southern California Los Angeles, CA
Roski School of Art & Design
- B.F.A., Fine Arts and Commercial Illustration
 - Trojan Marching Band – Squad Leader of Tenor Saxophone section
 - Tournament of Roses Parade
 - Delta Chi Fraternity – Public Relations Director
 - University Society of Fine Arts (Secretary)
 - Daily Trojan Newspaper – Rollerbots Comic Strip
- 1992 – 1993 Ventura College Ventura, CA
- Deans List 1992
 - President of Friends of the Arts
 - Credits transferred to USC
- 1976 – 1980 Santa Paula Union High School Santa Paula, CA
- Obtained diploma
 - Set Director – school plays
 - Art Director of El Solano – school yearbook
 - Weekly Cardinal Newspaper – Rollerbot Comic Strip & Editorial Artist
 - Muralist & Set Designer – School proms & dances

Skills

Business & Management, multi-faceted, leadership, visionary, integrity, motivated, hard-worker

Awards & Merits

- 1979 – CIF Swimming Championships
1979 – British Columbia Secondary Swimming Championships (4th place)
1982 – U.S. National Swimming Championships (25th place in 100 yd Breaststroke)
1984 – United States Olympic Team Trials (Sprint Canoe/Kayak)
1984 – United States Olympic Team Alternate (Awarded Participation Medal)
1984 – United States National Champion (Men's K4 10,000 meters)
1984 – United States National Championships – (2nd place Men's K2 1,000 meters)
1986 – Ventura County Fair Sweepstakes Awards Winner (Fine Arts)
2008 – Olympic Team Trials (5th alternate to China)



State of California Secretary of State

N

Statement of Information

(Domestic Nonprofit, Credit Union and Consumer Cooperative Corporations)

Filing Fee: \$20.00. If this is an amendment, see instructions.
IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

EX12856**FILED**

In the office of the Secretary of State
of the State of California

MAR-05 2014**1. CORPORATE NAME**

VENTURA COUNTY CHRISTIAN HIGH SCHOOL

2. CALIFORNIA CORPORATE NUMBER

C1877341

This Space for Filing Use Only

Complete Principal Office Address (Do not abbreviate the name of the city. Item 3 cannot be a P.O. Box.)**3. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY****CITY****STATE ZIP CODE**

VENTURA COUNTY CHRISTIAN HIGH SCHOOL 96 MACMILLAN AVE., VENTURA, CA 93001

4. MAILING ADDRESS OF THE CORPORATION**CITY****STATE ZIP CODE**

MR. JIM ONTIVEROS VENTURA COUNTY CHRISTIAN HIGH SCHOOL 96 MACMILLAN AVE., VENTURA, CA 93001

Names and Complete Addresses of the Following Officers (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)**5. CHIEF EXECUTIVE OFFICER/****ADDRESS****CITY****STATE ZIP CODE**

JIM ONTIVEROS 1845 TAMARIN AVE., VENTURA, CA 93003

6. SECRETARY**ADDRESS****CITY****STATE ZIP CODE**

LYNDA ONTIVEROS 1845 TAMARIN AVE., VENTURA, CA 93003

7. CHIEF FINANCIAL OFFICER/**ADDRESS****CITY****STATE ZIP CODE**

PERRY GEUE 876 GREENSBORO RD., VENTURA, CA 93004

Agent for Service of Process If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.**8. NAME OF AGENT FOR SERVICE OF PROCESS**

[Note: The person designated as the corporation's agent MUST have agreed to act in that capacity prior to the designation.]

TANJA GEUE

9. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL**CITY****STATE ZIP CODE**

876 GREENSBORO RD., VENTURA, CA 93004

Davis-Stirling Common Interest Development Act (California Civil Code section 1350, et seq.)**10.** ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act.**NOTE:** Corporations formed to manage a common interest development must also file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code section 1363.6. Please see instructions on the reverse side of this form.**11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.**

03/05/2014

PERRY GEUE

DR.

DATE

TYPE/PRINT NAME OF PERSON COMPLETING FORM

TITLE

SIGNATURE



New Member School Evaluation Form

School Name Ambassador High School

Address/City/State/Zip (Galaxy Soccer Center) 540 Maple Avenue, Torrance CA 90503

Telephone 310-356-0950 Fax 310-697-8721

Principal Michael Barker Yrs. as Principal 1 CIF/Athletic Background? Yes

Athletic Director Chris Jones Yrs. as A.D. 1 CIF/Athletic Background? Yes

Date of Contact

Notes

Visit/Phone March 22, 2013 I spoke with Principal to schedule a site visit.

Visit/Phone April 10, 21013 Toured school site and met with Principal and AD.

Enrollment	Now	Next Year	Target
Grade 9	0	22	50
Grade 10	0	1	50
Grade 11	0	0	50
Grade 12	0	0	50

Sports Fielded: Badminton, Baseball, Basketball, Cross Country, Field Hockey, Football, Golf, Gymnastics, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Frosh/Soph	Girls Varsity	Girls Frosh/Soph
	Cross Country		Cross Country
	Basketball		Basketball
	Golf		Softball
			Golf

Current Athletic Competition: The school has informal arrangements to compete with Calvary Chapel, Whittier Christian and Rolling Hills Prep

Facilities: The school has been approved by the City of Torrance to use Columbia Wilson Park facilities.

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF dues (\$75 minimum/\$25 per sport plus State CIF legal liability fees \$35) and league dues.
7. Area Placement and league membership
8. Gender equity

Comments: The school has access to appropriate athletic facilities through the City of Torrance. The only area of concern is enrollment for 2013-14 school year.

Membership Recommendation: ☒ Recommend ☐ Do not Recommend

W. Barker
Executive Committee Member - Area Representative



New Member School Evaluation Form

School Name Guidance Charter School

Address/City/State/Zip 37230 37th Street East Palmdale, CA 93550

Telephone 661-272-1701 Fax 661-272-1728

Principal Stephanie Najjar Yrs. as Principal CIF/Athletic Background? Y N

Athletic Director Danny Garcia Yrs. as A.D. 0 CIF/Athletic Background? ☒ Y N

Visit/Phone 5-13-13 Date of Contact Notes Talked to AP Lauren Allen

Visit/Phone School will open in fall

Enrollment	Now	Next Year	Target
Grade 9	0	150	150
Grade 10	0	100	150
Grade 11	0	100	150
Grade 12	0	100	150

Sports Fielded: **Badminton, Baseball, Basketball, Cross Country, Field Hockey, Football, Golf, Gymnastics, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling**

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
	Cross Country		Cross Country
	Baseball		Volleyball
	Swimming		Softball
	Track + Field		Swimming
	Basketball		Track + Field

Current Athletic Competition: Soccer None Basketball

Facilities: Some on campus / Cactus Intermediate School Soccer

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF dues (\$75 minimum/\$25 per sport plus State CIF legal liability fees \$35) and league dues.
7. Area Placement and league membership
8. Gender equity

Comments:

Membership Recommendation: ☒ Recommend ☐ Do not Recommend

Larry Littlefield
Executive Committee Member - Area Representative



New Member School Evaluation Form

School Name Yeshiva High Tech
Address/City/State/Zip 9717 1/2 West Pico Blvd. Los Angeles, CA 90035
Telephone 310-556-0663 Fax 310-556-8475
Principal Rebecca Coen Yrs. as Principal 1 1/2 (4 total) CIF/Athletic Background? Y ☒ N
Athletic Director Anthony Jackson Yrs. as A.D. n/a CIF/Athletic Background? Y N ☒ n/a
Date of Contact _____ Notes _____
Visit/Phone 12/19/2012 Met with Principal
Visit/Phone _____

Enrollment	Now	Next Year	Target
Grade 9	18	20	200 Total
Grade 10	22	20	students in
Grade 11	10	27	five years.
Grade 12	1	10	

Sports Fielded: Badminton, Baseball, Basketball, Cross Country, Field Hockey, Football, Golf, Gymnastics, Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
Cross Country		Cross Country	Volleyball
Basketball	Basketball		Basketball
	Volleyball		

Current Athletic Competition: See attached.

Facilities: JEM Community Center - Beverly Hills, CA

Commitment to abide by:

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF dues (\$75 minimum/\$25 per sport plus State CIF legal liability fees \$35) and league dues.
7. Area Placement and league membership
8. Gender equity

Comments: _____

Membership Recommendation: ☒ Recommend ☐ Do not Recommend Probationary status.

Executive Committee Member - Area Representative