



Meeting of the Executive Committee

*May 11, 2016
1:00 p.m.*

*Old Ranch Country Club
Seal Beach, California*

Agenda

1. OPENING BUSINESS	DISPOSITION	ITEM
A. Call to order by Jim Monico, Past-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 5, 2016 Executive Committee Meeting	Action	1F1
<u>2. PUBLIC HEARING SESSION</u>		
A. Recognition of anyone wishing to address the Executive Committee. Speakers must limit their remarks to three minutes.		
<u>3. ACTION ITEMS</u>		
A. STATE FEDERATED COUNCIL ACTION ITEMS		
There are no State Federated Action Items at this time.		
B. SOUTHERN SECTION ACTION ITEMS		
1. Appointment of Coast Area Representative for 2016-17	Action	SS 526
2. Proposal from Officials Fees/Relations Committee	Action	SS 538

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

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| 1. Proposed NorCal Regional Soccer | Non-Action | STATE 536 |
| 2. Proposed Regional Water Polo Championships | Non-Action | STATE 537 |

B. SOUTHERN SECTION NON-ACTION ITEMS

There are no Southern Section Non-Action Items at this time.

5. NEW BUSINESS

- | | | |
|---|--------|-----|
| A. Appointment of Orange County Area Representative for 2016-2017 | Action | 5A1 |
| B. Appointment of Mt. SAC Area Representative for 2016-2017 | Action | 5B1 |
| C. Consideration of the Following Schools for
Membership for the 2016-2017 School Year | | |
| 1. Academy of Sports Science –
Presented by Jeff Jordan | Action | 5C1 |
| 2. Orange County Christian –
Presented by Jim Perry | Action | 5C2 |
| 3. Orange Vista –
Presented by Mike West | Action | 5C3 |
| 4. Portola –
Presented by Monica Colunga | Action | 5C4 |
| 5. River Springs Charter/ Hemet –
Presented by John Norman | Action | 5C5 |
| 6. Sequoyah –
Presented by Loren Kleinrock | Action | 5C6 |
| 7. St. Therese Classical Academy –
Presented by Dick Billingsley | Action | 5C7 |
| 8. University Careers and Sports Academy –
Presented by John Norman | Action | 5C8 |
| 9. Owens Valley High School -
Presented by Rob Wigod | Action | 5C9 |

5. NEW BUSINESS (Cont.)

D. Membership Status of New Schools Admitted in 2015-2016

1. Anaheim Discovery Christian High School	Action	5D1
2. Cobalt Institute	Action	5D2
3. Executive Prep	Action	5D3
4. Judson International	Action	5D4
5. Lycee International	Action	5D5
6. Pacifica Christian/Orange County	Action	5D6
7. River Springs Charter/Temecula	Action	5D7
8. Riverside Country Education Academy	Action	5D8

E. School Responsibility – Misconduct Rob Wigod – 5E1

F. Financial Report Mitch Carty

6. OLD BUSINESS

A. CIF Bylaw 510 Interpretation Discussion Rob Wigod – 6A

7. CLOSED SESSION

A. Commissioner's Evaluation

8. REPORT SESSION

A. President's Report Jim Monico, Past President

B. Treasurer's Report Jeff Jordan

C. Commissioner's Report Rob Wigod

D. Executive Committee Member Reports

9. ADVANCE PLANNING

A. DATES

1. June 21, 2016 – Champions for Character Golf Tournament, Rio Hondo Golf Club, Downey, California
2. August 18, 2016 – Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California 1:00 p.m.
3. September 26, 2016 – Champions for Character Award Dinner, The Grand, Long Beach, California, 6:00 p.m.
4. September 29, 2016 – Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California, 1:00 p.m.
5. October 4, 2016 – CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.

9. ADVANCE PLANNING (Cont.)

6. October 12, 2016 – CIF Southern Section Hall of Fame/Distinguished Service Luncheon, The Grand, Long Beach, California, 12:00 p.m.
7. October 17, 2016 – Athletic Administrators Summit, Pomona Fairplex Sheraton Hotel and Conference Center, Pomona, California, 7:30 a.m.

B. SUGGESTED AGENDA ITEMS

1. _____
2. _____
3. _____

10. ADJOURNMENT

- A. Time of Adjournment _____



Meeting of the Executive Committee

April 5, 2016

1:00 p.m.

*Angel Stadium
Anaheim, California*

Minutes

1. OPENING BUSINESS	DISPOSITION	ITEM
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- | | | |
|---|----------------------|-----|
| A. Call to order at 1:02 pm by Jim Monico, Past-President of the Council
Jim Monico congratulated Reggie Thompkins on his new position in the Oceanside Unified School District and thanked him for his years of service to the CIF Southern Section. | | |
| B. Pledge of Allegiance | | |
| C. Roll Call
All members were present except for Nancy Kelly, Dana Wilkerson and Mitch Carty. | | |
| D. Introduction of Guests
There were no guests present. However, Jackie Gibson, Administrative Assistant from the CIF Southern Section, was on hand to help with running of the electronic voting system. | | |
| E. Adopt Agenda | Adopted – Unanimous | |
| Carter Paysinger made a motion to move item 5A (Grace Brethren High School Appeal Hearing) to after Item #2 (Public Hearing Session) of the agenda in order to hear the appeal from Grace Brethren High School first. There was a motion and a second to adopt the agenda as amended. The motion carried unanimously. | | |
| F. Approval of Minutes | Approved - Unanimous | 1F1 |
| There was a motion and a second to approve the minutes of the January 16, 2016 Executive Committee meeting. The motion carried unanimously. | | |

2. PUBLIC HEARING SESSION

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

There was no one present to address the Executive Committee

5. NEW BUSINESS (This item was moved to the beginning of the agenda)

- | | |
|--------------------------------------|--|
| A. Grace Brethren High School Appeal | John Hynes, Principal, Grace Brethren High School - 5A |
|--------------------------------------|--|

Hearing was called to order by Past-President Jim Monico at 1:07 p.m. and concluded at 2:13 p.m. There was a motion and a second to grant the appeal and the motion failed by a vote of 0-18-1.

Break at 2:14 p.m.

Reconvened at 2:27 p.m.

3. ACTION ITEMS

A. STATE FEDERATED COUNCIL ACTION ITEMS

1. Proposed CIF State Budget 2016-2017 Approved 18-0-1 STATE 528
Carter Paysinger reviewed the CIF State Budget. There is an overall 4% increase in revenue and expenses. There will be an increase in legal/liability fees of \$0.05 per student. There was a motion to support and a second. Monica Colunga asked for clarification of the retirement medical benefit for after retirement, if it was lifelong. It used to be lifelong, but no longer is, yet there are still some retirees that fall under the lifelong benefit. The motion carried 18-0-1.
2. Proposed Revision of Bylaws 201, 204, 207 & 208 Approved 19-0-0 STATE 530
Carter Paysinger reviewed the proposal. There was a motion to support and second. Dick Billingsley asked for clarification of being in a class. If a student is still rearranging a schedule and misses the first couple of days because of the changes in their schedule, does that constitute sitting in class? In order for a school to receive ADA, the student must be sitting in class, even if it is only one class. The motion carried 19-0-0.
3. Proposed Revision of Bylaw 1901.B Approved 19-0-0 STATE 531
Carter Paysinger reviewed the proposal. There was a motion to support and a second. Chris Calderwood asked if this was referring to football camps. Monica Colunga stated it was not applicable to individual students who attend these camps, only team camps. The motion carried 19-0.
4. Proposed Revision of Bylaw 3103 Approved 19-0-0 STATE 532
Carter Paysinger reviewed the proposal. There was a motion to support and second. The motion carried 19-0.
5. Proposed Revision of Bylaws 2401, 700, 2701, 2903, & 2904 Approved 19-0-0 STATE 535
Carter Paysinger reviewed the proposal. Since this was not available for a first read, more detail was reviewed before a motion was requested. The proposal is to change the language so section affiliation is not always a factor in State Regional playoffs. This would allow schools to be placed in either the NorCal Regionals or the SoCal Regionals based on geography instead of section affiliation. There was a motion to support the proposal and a second. Rob Wigod explained in more detail the bylaw changes and that NorCal and SoCal lines would be able to be crossed. However, if our schools are moved from the Central Section to the Northern Regional, then more teams would be needed from the remaining sections for the Southern Regional. Rainer Wulf explained that Tennis is a set bracket and if one of our teams goes north, how do you work that out in a predetermined bracket? It can be worked through, but some details needed to be brought to our attention. This is an option, not a mandate, in order to help alleviate travel and it is only for those sports that do not go on to a State Championship. Chris Calderwood stated that if it is better for a school in our section, then we should do it. If it is not workable and details have not been worked out, then vote to not support. Jim Perry said that this was going to affect a small number of schools and to try to keep the Central Section schools from traveling to San Diego. There are still details to be worked out. The motion carried 19-0.
6. CIF Federated Council Election President-Elect 2016-17 Approved 19-0-0 STATE 534
Carter Paysinger reviewed the proposal. Dave Reid made a motion to support the candidacy of Jim Perry and there was a second. The motion carried 19-0.
7. CIF State Executive Committee Nominations Approved 19-0-0 STATE 529
Carter Paysinger reviewed the proposal. He asked for support Jim Perry and Monica Colunga for election to the State Executive Committee and to go uninstructed on all others. There was a first and a second to support those instructions. The motion carried 19-0.

3. ACTION ITEMS (Cont.)

B. SOUTHERN SECTION ACTION ITEMS

1. CIF Southern Section Executive Committee Nominations Approved 19-0-0 SS 526
Jim Monico reviewed the proposal and asked for a motion to move the slate of candidates forward to tomorrow's Council meeting. There was a motion and a second. The motion carried 19-0.
2. Proposed CIF Southern Section Budget 2016-2017 Approved 19-0-0 SS 527
Jim Monico reviewed the proposal. Rob Wigod talked about the budget in Mitch Carty's absence. There are no sport fees increases for the 2016-17 school year, the budget is balanced and the organization is solvent. Mike West asked about a possible increase again in ticket prices and noted a net decrease in income. Rob Wigod discussed the football surplus, Fall Sports did well, and Winter Sports numbers still coming in. We are projecting a slight decrease overall. John Costello attributed the decrease to match ups and location. Tickets prices are higher at Azusa Pacific University and the Honda Center as the facility charges higher fees. Pricing not the problem, it is mostly matchups. Thom Simmons reminded the Executive Committee that in the Fall we lost the gate on the Grace Brethren football game and in the Winter we lost the gate on the Girls Division 6 Soccer Final. However, the Boys Open Division Basketball Final had the sixth largest attendance in Basketball Championship history. Next year, with the new Playoff Groupings system, we could increase ticket sales with new teams entering the playoffs. There was a motion to support and a second. The motion carried 19-0
3. Proposal from Officials Fees/Relations Committee Approved 14-4-1 SS 533
Jim Monico reviewed the proposal. Glenn Martinez stated that there has only been a \$2 increase in the last six years. The Officials Fees Committee came up with this proposal and with some editorial changes, felt the \$3, \$3, \$2 over the next three years is fair. Sandy Gahrning stated that her area is short of officials and are changing days to play in order to have enough officials for all games. How can a 3-person crew be recommended when we can't get enough 2-person crews. What is the accountability system of the officials? Glenn Martinez explained who meets – the President's Council is made up of the Presidents of the officials' associations and the Officials Fees Committee is made up of persons representing Principals, Athletic Directors, Superintendents and officials. One point of emphasis made with both committees (and perhaps they should meet together in one room) is what are you doing to retain, recruit, instill professionalism and train the officials. There was a motion to approve and a second. Chris Calderwood voiced a concern asking why are 3-person crews encouraged in Basketball, but not anywhere else? Jeff Jordan stated that they are asking for a raise just like any of us would and that we tend to forget about the professional and good officials since we only hear about the bad ones. Mike West stated that the Wrestling increase is too fast and what about the doubleheader Wrestling fee? This increase would cost a minimum of a \$2,000 increase for his district. Dave Reid stated he did not support this proposal as it was asking for too much money. Thom Simmons gave some great insight from the official's point-of-view, as a former official for Baseball. Why don't I officiate anymore? Because I was tired of a 0-22 coach telling me how bad I was at my job. We need to take into account what the officials put up with. Carter Paysinger noted we are losing great officials to other sections. The Los Angeles City Section just approved a rather substantial increase of \$3, \$2, \$2. We need to hold the units more accountable, but we need to give them a raise. The motion carried 14-4-1

3:27 Reggie Thompkins, former President, joined the meeting.

Break at 3:34 p.m.

Reconvened at 3:45 p.m.

Rob Wigod made a special presentation to Reggie Thompkins, as outgoing President of the Council. Reggie Thompkins was presented with a plaque and watch and was thanked by the entire Executive Committee.

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

1. Proposed NorCal Regional Soccer Non-Action STATE 536

Carter Paysinger reviewed the proposal. The idea is to mirror our SoCal Soccer Regionals in the North beginning in the 2017-18 school year. Chris Calderwood asked if this was a precursor to a CIF State Soccer Championship. Concern was voiced regarding season of sport but it appears the northern area schools are all moving their soccer seasons to the Winter season of sport.

2. Proposed Regional Water Polo Championships Non-Action STATE 537

Carter Paysinger reviewed the proposal. Kristine Palle stated that the Water Polo Advisory Committee is not in favor of this proposal. Most of our schools already play San Diego schools. The coaches do not want to extend the Girls season as it takes away swimmers from the swimming season. The section has already tried a Masters Tournament and schools did not want to participate in that either. Jim Perry thinks Water Polo is on the list of sports to have State Championships in the near future.

B. SOUTHERN SECTION NON-ACTION ITEMS

There are no Southern Section Non-Action Items at this time.

5. NEW BUSINESS (This item was moved to the beginning of the agenda)

- A. Grace Brethren High School Appeal John Hynes, Principal, Grace Brethren High School - 5A

5. NEW BUSINESS (Cont.)

- B. Financial Report Rob Wigod/Jeff Jordan

Rob Wigod gave the report in the absence of Mitch Carty and Jackie Gibson was able to project the updated numbers for the Executive Committee to review. Some of the highlights are that we are \$600,000 above income over expenses. The forecast right now is that we are behind the 2014-15 school year but we are still waiting for Spring Sports and we are ahead of two years ago. We had a healthy Football season and are still working on the numbers for Winter as reports are still coming in, as well as State Marketing revenue. Television and web rights fees are doing well. On the expense side, Rob Wigod commended John Costello, Jackie Gibson, Mitch Carty and Erin Crenshaw for the savings on ticket stock ordered, issued, returned and recycled. The Southern Section has returned almost \$1 million in playoff revenue to member schools so far this year. We mailed checks last week to 144 schools under the Friends of Golf program, returning almost \$41,000 to our schools' golf programs. Thank you to Sharon Hodge for all her work on that program.

6. OLD BUSINESS

- A. CIF Bylaw 510 Interpretation Discussion Rob Wigod/Rainer Wulf – 6A

Rob Wigod reminded the Executive Committee of what has been done since we last met in January. There have been several meetings with many advisory committees who have had great discussions regarding updating interpretations of Bylaw 510. When we meet again on May 11, we will come to a consensus on what we are going to do, if anything.

Rainer Wulf gave feedback on meetings he was involved with. The Athletic Administrators and the Public/Private Committees met and had excellent discussions. Perhaps those two committee should have met together to share ideas across the board. They are taking a look at the 510 Chart in the Blue Book and recommending updates. The goal is not to lessen Bylaw 510, but to update and clarify it. There needs to be some cleaning up of conflicts with the variety of social media sites and websites in general. There was talk about creating a "tar and feathers" page, as no one hears about schools being penalized for not adhering to our rules but our legal counsel has stated we cannot publicize sanctions due to privacy issues with minors.

6. OLD BUSINESS (Cont.)

A. CIF Bylaw 510 Interpretation Discussion (Cont.)

Both committees agree that at no time should coaches be returning phone calls, answering emails, etc. Chris Calderwood said that our administration decided that as long as we are not targeting specific kids, schools should be allowed to advertise what they are doing. The talk continued about the balance between targeting a particular audience versus a general audience. Terry Orabona stated the differences in public/private schools, specifically that public schools know who their kids are and they will matriculate through the grades on their school district. You have areas that only have one high school and you know the middle school students are going to matriculate to that high school. Dick Billingsley said he was sorry he missed the Public/Private Committee meeting but seems the concern is knowing that Bylaw 510 is being enforced. The new guard doesn't know about those things. Rob Wigod thanked those that participated on these committees and in these discussions. So how do we keep moving forward and tackle these issues? By next meeting, bring your ideas so we can arrive at things we can do. Terry Barnum is hopeful that there is going to be some adjustments made which Rob Wigod concurred with, however, we may say this is fine and there may not be changes. High school athletics is a competitive market place. We need to find ways for schools to market their schools, be proud of what your schools do and still be within the parameters of Bylaw 510. Debi Weiss stated how the MVP AD Exam was a huge topic of conversation at the Athletic Administrators Summit and how much there is to learn in those positions. Rob Wigod talked about the MVP AD make-up exam offered on Friday, April 15, at the CIF-SS Office and at the CSADA Conference in San Diego.

7. CLOSED SESSION

- A. Commissioner's Evaluation – At 4:18 p.m. the Executive Committee went into Closed Session. The meeting returned to Open Session at 4:31 p.m. The Executive Committee accepted the updated report, provided by the Commissioner, in response to the 2015-16 Commissioner's Goals.

8. REPORT SESSION

A. President's Report

Jim Monico, Past President

Jim Monico reported that he got to see many of the Basketball Championships and what he saw was great. He congratulated all the teams that made it to State Regionals and State Championships and especially to State Champion Chino Hills High School for such an outstanding year.

B. Treasurer's Report

Jeff Jordan

Jeff Jordan stated that he gave his full report during the Financial Report under New Business.

C. Commissioner's Report

Rob Wigod

Rob Wigod started by echoing the words of support and thanks from the Executive Committee for the just completed Winter Championships. It all happens because of great teamwork. Tomorrow is the CIF Southern Section Council meeting and all are invited to attend.

D. Executive Committee Member Reports

Small Schools Representative - Mark Edgemon – Reported on the upcoming CSADA Conference happening next week with 980 members, of which 570 have signed up for the conference.

Northern Area Representative - Dick Billingsley – Praised Rainer Wulf on a great job with the Basketball Championships and the great venues. Exciting to have State Champion Chino Hills number one in the nation. Title IX is a really big issue for the State and they are coming after schools not in compliance. Los Padres league is thinking of moving to the Central Section in 2018-19.

Coast Area Representative - Paula Hart Rodas – Great to hear both the public and private areas talking about 510 rules. We need to move forward with the discussions and allowing the online presence. There needs to be more training for new people and for keeping people up to date with information. Athletic Directors need professional development, maybe during each season of sport.

8. REPORT SESSION (Cont.)

Activities Directors Representative - Debi Weiss – Stated she was elected the new CADA Vice-President for the next four years and is very excited about the opportunity. Had her team advance to State Championships in Boys Basketball and the was very exciting also. Loves being a part of this organization and thank you.

CSADA Representative - Sandy Gahring – Talked about gearing up for the CSADA conference in San Diego in two weeks. Helped put on the Girls Got Game Women in Sports Conference that was very successful in the Foothill/Citrus Area.

Boys' Athletic Director Representative – Chris Calderwood – Enjoyed chairing the Athletic Administrators Committee meeting and it was more productive this time with the candid discussion of the Bylaw 510. With it being Spring Break, many were missing from the meeting but all the Assistant Commissioners and Thom Simmons were in attendance.

CSADA Representative - Dave Reid – Enjoyed attending the State Basketball Championship tournament.

CSBA Representative - John Norman – Grateful to be here. He had to skip two other meetings to be here. It was an interesting day with the hearing.

CAPHERD Representative - Jim Perry – We are getting closer to competitive equity and getting away from the public/private divide. Appreciates the leadership of this group and we should be proud that we are the model of what goes on in the state.

Assistant Commissioner - Kristine Palle – Is glad Winter season is over. A special thanks to Rob Wigod as he was there when the championship soccer game was cancelled. Is working on rule revisions with aquatics through the NFHS and starting the updating of our Blue Book for the new year.

Assistant Commissioner - Rainer Wulf – Thanked the Executive Committee for their part in this organization and for their guidance. Kristine Trost did a great job with her first year in the basketball department and is a great learner. Thank you Sharon Hodge, for helping her go through it. Appreciates Jim Perry's comments about competitive equity and that it will test the section's patience.

Assistant Commissioner - Mike Middlebrook – Thanked Chris Calderwood for hosting a soccer championship game at his school. The Fall numbers for competitive equity are getting closer to being complete and we should be getting them out shortly.

Assistant Commissioner - Glenn Martinez – 18 Wrestling Championships were just completed and thank you to those of you that attended. There was a good showing at the CIF Girls Wrestling Championships. The Ontario Arena is a great venue for our Masters Meet as it is similar to the State venue. We are beginning the prep work on the next Athletic Administrators Summit. If you have ideas for topics or wish to be a presenter, let us know. Steve Martin as agreed to help us out again this coming year. Also working on the Football competitive equity divisions.

Director of Communications - Thom Simmons – Was State CIF Southern Regional Basketball Tournament Director this past season. Has been working the Regional Finals for 17 years and this was the first time the venue was not big enough for the anticipated crowd and we had to dump and refill the venue. The Pyramid at Cal State Long Beach was sold out in addition to 350 SRO tickets sold. Everyone did a great job helping us put on this great event. We had 12 Southern Section schools in the State Regional Championships. Six of those went on to the State Finals with three of them being public schools and three of them being private schools.

Director of Marketing - John Costello – The Marketing Department is about more than just the funds. Our social media is incredible and posting all the time. We sent out over 75,000 emails in the Winter season alone in that effort. Our support from our partnership with Fox has been phenomenal. He appreciates everything Jackie Gibson is doing for his department.

Citrus Belt Area Representative - Mike West – He is taking great pride in the Chino Hills Basketball Championship. Martin Luther King had a great experience in the Water Polo Finals at the Woollett Aquatics Center. That is a great facility that works very well for that event with two 50-meter pools.

CAPSO Representative - Terry Barnum – Thank you to everyone. He enjoys serving on the Executive Committee and has learned a lot. The Council seemed to indicate that things went well with State Finals on Easter Weekend and the adjustments that were made. Very proud moment for him to be at the Honda Center with 12,000 people in the building for a high school basketball game.

CADA Representative - Todd Arrowsmith – The Section's social media is amazing. He was able to know everything that was going on in all the final games on the big weekend. Debi Weiss being elected Vice-President of CADA is a big deal. Thanks Rob Wigod for letting us be here.

8. REPORT SESSION (Cont.)

Orange County Area Representative - Monica Colunga – Thank you for opportunity to serve. The Sections runs a first class event at the Honda Center and it was an honor to be presenting awards. All the championships are first class.

Loren Kleinrock – Thanks for the t-shirt. This is a group of people that understand high school athletics and the value of athletics and how to make it better. If adults cannot do it right, how can we ask the kids to do it right?

Desert Area Representative - Rob Kostopoulos – The appeal was very personal to his area and his school as they lost to Grace Brethren during the season, which was why he remained quiet throughout the proceedings. There are thirteen small public schools that you have gained respect of and this group has sent a clear message. Thank you.

Girls' Athletic Director Representative - Terry Orabona – She apologized for being late. She always feels this conversation is so rich and gives her a real opportunity for growth. Excited about being invited to the NFHS meeting in Reno this summer. It will be great to see how things are looked at on a national level.

Former President – Reggie Thompkins – Competitive equity happened under my watch and will be perfected under Carter Paysinger's watch.

Treasurer/Mt. SAC Area Representative - Jeff Jordan – Thanks for the t-shirt. Thanks Reggie Thompkins for all you have done. The review of the past five years that Rob Wigod did is the new CIF Southern Section and it is a plan that is looking forward. He is proud to be a part of this and seeing the growth taking place. A shout out to Chris Calderwood as Jeff's district does a mini university that attracted 1,500 people, similar to a one-day conference, which pulls in coaches along with administrators and Chris Calderwood was a speaker at that event. Thank you.

President-Elect - Carter Paysinger – This is a tremendous group to be a part of and he has a lot of respect for everyone in the room. The appeal today made it clear to him that there are administrators out there that do not understand their part in high school athletics. Is there more we can do to inform our administrators of their role? He feels lucky to sit by Jim Monico and Reggie Thompkins and to be learning from them.

Executive Assistant - Sharon Hodge – Today marks her 27th year with the organization. She has been spearheading the computer migration in the office for the past few weeks. She informed the Executive Committee regarding the status of nominations for all awards. Preparation for the Champions for Character Golf Tournament are well under way as it the prep for the Boys Golf season.

9. ADVANCE PLANNING

A. DATES

1. April 6, 2016 – CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
2. May 11, 2016 – CIF Southern Section Executive Committee Meeting, Old Ranch Country Club, Seal Beach, California, 1:00 p.m.
3. June 21, 2016 – CIF Southern Section Jim Staunton Champions for Character Golf Tournament, Rio Hondo Golf Club, Downey, California

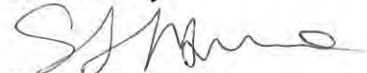
B. SUGGESTED AGENDA ITEMS

There were no suggested agenda items.

10. ADJOURNMENT

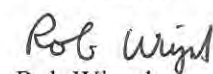
There was a motion and a second to adjourn. The motion carried unanimously. Meeting was adjourned at 5:21 p.m.

Submitted by:



Sharon Hodge
Executive Assistant

Approved by:



Rob Wigod
Commissioner of Athletics

STATE 528

Proposed CIF State Budget 2016-2017

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Abstain	MARK EDMONSON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried	18 Yes	0 No	1 Abstain
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STATE 530

Proposed Revision of Bylaws 201, 204, 207 & 208

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Yes	MARK EDGE MON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried 19 Yes 0 No 0 Abstain

STATE 531

Proposed Revision of Bylaw 1901.B

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Yes	MARK EDGE MON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried 19 Yes 0 No 0 Abstain

STATE 532

Proposed Revision of Bylaw 3103

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Yes	MARK EDGEEMON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried 19 Yes 0 No 0 Abstain

STATE 535

Proposed Revision of Bylaws 2401, 700, 2701, 2903 & 2904

CARTER PAYSINGER	Yes
DEBI WEISS	Yes
JIM PERRY	Yes
MIKE WEST	Yes
RITA DEVER	Yes
TERRY ORABONA	

CHRIS CALDERWOOD	Yes
DICK BILLINGSLEY	Yes
JOHN NORMAN	Yes
MONICA COLUNGA	Yes
ROBERT KOSTOPOULOS	Yes
TODD ARROWSMITH	Yes

DANA WILKERSON	
JEFF JORDAN	Yes
LOREN KLEINROCK	Yes
NANCY KELLY	
SANDY GAHRING	Yes

DAVE REID	Yes
JIM MONICO	Yes
MARK EDGEMON	Yes
PAULA HART RODAS	Yes
TERRY BARNUM	Yes

Motion Carried 19 Yes 0 No 0 Abstain

STATE 534

CIF Federated Council Election President-Elect 2016-2017

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Yes	MARK EDGEMON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried 19 Yes 0 No 0 Abstain

STATE 529

CIF State Executive Committee Nominations

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Yes	MARK EDGEMON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried 19 Yes 0 No 0 Abstain

SS 526

CIF Southern Section Executive Committee Nominations

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Yes	MARK EDGEMON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried 19 Yes 0 No 0 Abstain

SS 527

Proposed CIF Southern Section Budget 2016-2017

CARTER PAYSINGER	Yes	CHRIS CALDERWOOD	Yes	DANA WILKERSON		DAVE REID	Yes
DEBI WEISS	Yes	DICK BILLINGSLEY	Yes	JEFF JORDAN	Yes	JIM MONICO	Yes
JIM PERRY	Yes	JOHN NORMAN	Yes	LOREN KLEINROCK	Yes	MARK EDGEMON	Yes
MIKE WEST	Yes	MONICA COLUNGA	Yes	NANCY KELLY		PAULA HART RODAS	Yes
RITA DEVER	Yes	ROBERT KOSTOPOULOS	Yes	SANDY GAHRING	Yes	TERRY BARNUM	Yes
TERRY ORABONA		TODD ARROWSMITH	Yes				

Motion Carried 19 Yes 0 No 0 Abstain

SS 533

Proposal from Officials Fees/Relations Committee

CARTER PAYSINGER	Yes
DEBI WEISS	Yes
JIM PERRY	Yes
MIKE WEST	Abstain
RITA DEVER	Yes
TERRY ORABONA	

CHRIS CALDERWOOD	No
DICK BILLINGSLEY	Yes
JOHN NORMAN	Yes
MONICA COLUNGA	Yes
ROBERT KOSTOPOULOS	Yes
TODD ARROWSMITH	Yes

DANA WILKERSON	
JEFF JORDAN	Yes
LOREN KLEINROCK	Yes
NANCY KELLY	
SANDY GAHRING	No

DAVE REID	No
JIM MONICO	Yes
MARK EDGEMON	Yes
PAULA HART RODAS	No
TERRY BARNUM	Yes

Motion Carried 14 Yes 4 No 1 Abstain

OFFICIAL'S FEES/ RELATIONS COMMITTEE PROPOSAL SS 538

1) 3-YEAR AGREEMENT – 2016 – 2017; 2017 – 2018; 2018 – 2019

2) FEES INCREASES –

- 2016 – 2017 SCHOOL YEAR - ~~\$3.00~~ (**\$2.00 INCREASE**)
- 2017 – 2018 SCHOOL YEAR - ~~\$3.00~~ (**\$2.00 INCREASE**)
- 2018 – 2019 SCHOOL YEAR - ~~\$2.00~~ (**\$2.00 INCREASE**)

Blue Book wording changes and notes:

3) BASEBALL-

Change wording on number of varsity game officials from 2 to (2-4 officials)

4) BASKETBALL –

~~In all varsity basketball games, 3 person crews are encouraged.~~

2 Officials Varsity Game - \$73.00

2 Officials Non - Varsity Game - \$62.00

3 Officials Varsity Game - \$66.00

3 Officials Non-Varsity Game - \$59.00

5) FOOTBALL –

Change wording on number of officials from 3-5 assigned to (3-7 assigned)

6) FIELD HOCKEY -

Establish separate fees for varsity assigned officials and non-varsity assigned officials

Eliminate double header fee.

Reduce fees for Probationary/Non Rated Officials

7) SOCCER

Freeze the 3 official rate at \$75.00/\$63.00 for the next three years

Increase the base fees for the Non-Varsity (2officials) to \$52.00 and (1 official) to \$61.00.

8) SOFTBALL

Change wording on number of varsity game officials from 2 to (2-4 officials).

9) TRACK & FIELD

Add a \$2.00 charge for all extra races in Dual or Triangular meets

In Invitationals, change the amount for the first five hours of the invitational to \$150.00

10) Volleyball

Add \$1.00 to Tournament Fees

11) Wrestling

~~Revise Double Header Fee to (\$133.00) and Triple Header Fee to (\$175.00) 1 Official Assigned~~

Single Match Varsity (Boys/Girls) \$77.00

Additional Matches

1-14 - \$28.00

15-28 - \$56.00

Change Language: In E. to read: Weigh in fees (each official/each day)

Change Language: In Multiple Team meets to read: Any contest involving more than two meets will be considered a multiple team meet. Officials for multiple meets will be paid the following fee:

2-Minute matches - \$48.00. 1 Minute matches - \$40.00

Change Language: Under Eliminations Tournaments: The number of teams in an elimination tournament will be determined by the average number of wrestlers in each bracket of that tournament. Officiating fees for elimination tournaments will be \$64.00 for 2 minute rounds and \$54.00 for 1 Minute round.



SS 538 SURVEY RESULTS – APRIL 22-29, 2016

LEAGUES RESPONDED – 51

- Yes – 36
- No – 15

Leagues that voted No on April 6, 2016 and responded in favor of SS 538 – 12

- Big VIII
- Cross Valley
- Desert Sky
- Inland Valley
- Marmonte
- Mission Valley
- Mojave River
- Mt. Baldy
- Pac-8
- Sunbelt
- Sunset
- Sunkist

Leagues that voted Yes on April 6, 2016 and responded against SS 538 – 1

- Freeway

Leagues that Abstained on April 6, 2016 and responded in favor of SS 538 – 3

- Camino Real
- Del Rey
- Garden Grove

Leagues that were not present on April 6, 2016 and responded in favor of SS 538 – 3

- Bay
- Ocean
- Pioneer

Leagues that were not present on April 6, 2016 and responded against SS 538 – 2

- Los Padres
- Majestic

Timestamp	I represent this CIF-SS League:	My First name is:	My Last Name is:	Would you be supportive of the CIF Southern Section Executive Committee approving SS 538?
4/22/2016 9:19:21	Mountain valley	Pat	Mills	No
4/22/2016 9:22:20	Westside	Kevin	McCloskey	No
4/22/2016 9:33:50	Del Rio	William	Schloss	Yes
4/22/2016 9:45:59	Pioneer	Brian	Ormsby	Yes
4/22/2016 10:00:45	Baseline League	Cary	Willborn	Yes
4/22/2016 10:25:17	Heritage League	Matthew	Dixon	Yes
4/22/2016 10:41:53	Sunkist League	TIFFANY	GORDON	Yes
4/22/2016 11:11:15	Horizon	Mary	Mansell	Yes
4/22/2016 11:15:57	Arrowhead League	Craig	Miller	Yes
4/22/2016 11:30:07	SUNSHINE LEAGUE	David	Collicutt	Yes
4/22/2016 13:02:15	Sunset	Kevin	Fairman	Yes
4/22/2016 13:03:48	Los Padres	Ken	Fredrickson	No
4/22/2016 13:05:59	Agape	Chris	Klinger	No
4/22/2016 13:30:17	Ocean Leage	Steve	Shevlin	Yes
4/22/2016 13:36:42	GOLDEN	JEFF	WILLIAMS	Yes
4/22/2016 14:03:42	Inland Valley	Travis	Showalter	Yes
4/22/2016 15:51:42	Foothill	Jason	d'Autremont	Yes
4/22/2016 16:12:53	Marmonte League	Lou	Lichtl (President)	Yes
4/25/2016 8:27:32	South Valley	JJ	Santa Cruz	No
4/25/2016 11:21:53	Big VIII	David	Reid	Yes
4/25/2016 12:27:04	Pacific	Matt	La Belle	No
4/25/2016 13:30:03	Bay	Andrew	Saltsman	Yes
4/25/2016 13:30:55	Desert Sky League	Vince	Williams	No
4/25/2016 13:58:13	Trinity League	Monty	McDermott	Yes
4/25/2016 14:28:55	PAC 8	Dwight	MacDonald	Yes
4/26/2016 6:36:30	Valle Vista	Mitchell	Brunyer	Yes
4/26/2016 7:22:31	Pacific Coast League	Christopher	Krebs	Yes
4/26/2016 8:04:41	Arrowhead	Mark	Edgemon	Yes
4/26/2016 9:18:02	Tri-Valley Association	Rene	Nakao-Mauch	Yes
4/26/2016 9:37:12	Empire	Annette	Quintana	No
4/26/2016 9:59:32	River Valley League	John	Tibbels	No
4/26/2016 10:41:21	Frontier	Wade	Ransom	Yes
4/26/2016 11:45:39	Mt. Baldy League	Kimberly	Cabrera	Yes
4/26/2016 11:56:34	Hacienda League	Ivan	Ayro	Yes
4/26/2016 13:22:34	Gold Coast	Margaret	Neill	Yes

Timestamp	I represent this CIF-SS League:	My First name is:	My Last Name is:	Would you be supportive of the CIF Southern Section Executive Committee approving SS 538?
4/26/2016 15:40:24	Majestic League	Bob	Kinzel	No
4/26/2016 16:08:00	Freeway League	Rani	Goyal	No
4/27/2016 8:23:23	Montview (5-1 vote. Duart	Mark	Sims	No
4/27/2016 15:23:04	Cross Valley League	Scott	Gormley	Yes
4/27/2016 21:54:55	EXPRESS LEAGUE	LESLIE	ARAGON	Yes
4/27/2016 21:55:15	SAN JOAQUIN LEAGUE	LESLIE	ARAGON	Yes
4/28/2016 8:37:05	Academy League	Jon	Bahnsen	No
4/28/2016 9:08:34	De Anza	Ron	Perkins	No
4/28/2016 16:33:06	Orange Coast League	Greg	Coombs	Yes
4/29/2016 9:19:35	Ambassador Lg.	Charlie	Ricards	Yes
4/29/2016 9:34:08	Del Rey	Eric	Wood	Yes
4/29/2016 10:32:16	Camino Real	Mitch	Runco	Yes
4/29/2016 10:42:04	Garden Grove League	Denise	Halstead	Yes
4/29/2016 10:57:29	CBL	Gilbert	Pulido	No
4/29/2016 13:35:28	Mojave River	Rob	Martin	Yes
4/29/2016 14:00:04	Mission Valley League	Sonia	Ayala	Yes
4/30/2016 15:56:56	SunBelt	Scott	Moore	Yes

SS533

Proposal from Officials Fees/Relations Committee

ACADEMY	No	AGAPE	No	ALMONT	No	AMBASSADOR	Yes
ARROWHEAD	Yes	BASELINE	Yes	BAY		BIG VIII	No
CAMINO REAL	Abstain	CHANNEL	Yes	CITRUS BELT	No	COAST VALLEY	No
COASTAL		COASTAL CANYON	No	CONDOR	Yes	CRESTVIEW	Yes
CROSS VALLEY	No	DE ANZA	No	DEL REY	Abstain	DEL RIO	Yes
DESERT MOUNTAIN		DESERT SKY	No	DESERT VALLEY	No	EMPIRE	No
EXPRESS	Yes	FOOTHILL	Yes	FREEWAY	Yes	FRONTIER	Yes
GARDEN GROVE	Abstain	GOLD COAST	Yes	GOLDEN	Yes	GOLDEN WEST	Yes
HACIENDA	Yes	HARBOR		HERITAGE	Yes	HI-LO	Yes
HORIZON	Yes	INDEPENDENCE		INLAND VALLEY	No	INTERNATIONAL	Yes
LIBERTY		LOS PADRES		MAJESTIC		MARMONTE	No
MIRAMONTE	No	MISSION	Yes	MISSION VALLEY	No	MOJAVE RIVER	No
MONTVIEW	No	MOORE	Yes	MOUNTAIN PASS	No	MOUNTAIN VALLEY	No
MT. BALDY	No	MULHOLLAND	Abstain	NORTH HILLS	Yes	OCEAN	
OLYMPIC	Yes	OMEGA	No	ORANGE	No	ORANGE COAST	Yes
PAC 8	No	PACIFIC	No	PACIFIC COAST	Yes	PACIFIC VIEW	No
PALOMARES	Yes	PIONEER		PREP	Yes	RIO HONDO	No
RIVER VALLEY	No	SAN ANDREAS	No	SAN GABRIEL VALLEY	No	SAN JOAQUIN	Yes
SANTA FE	Abstain	SEA VIEW	Yes	SOUTH COAST		SOUTH VALLEY	No
SOUTHWESTERN	No	SUBURBAN	Abstain	SUNBELT	No	SUNKIST	No
SUNSET	No	SUNSHINE	Yes	TRI-VALLEY	Yes	TRINITY	Yes
VALLE VISTA	Yes	VICTORY		WARRIOR		WESTSIDE	No
CANDACE CAYER	Yes	NICKI BONOMO	Yes	SHERYL ANDERSON		CARMEL BRAND	No
MARY PEREZ	No	Participant 201310					

Motion Lost 35 Yes 38 No 6 Abstain

SS 538

ROGER L. BLAKE, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

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

**To: Federated Council****Date: February 25, 2016****Re: Proposed Bylaw 2402 Nor. California Regional Soccer Championship****Proposal Originated: Commissioners Committee****Proposal Reviewed**

03/18/2015 – Commissioner Committee
 06/17/2015 – Commissioner Committee
 06/20/2015 – Executive Committee
 08/26/2015 – Commissioner Committee
 01/11/2016 – Commissioner Committee
 02/24/2016 – Executive Committee
 03/08/2016 – New Events Committee
 04/07/2016 – Executive Committee
 04/08/2016 – Federated Council
 10/06/2017 – Federated Council

Proposal Recommendation

Discussion
 Discussion
 Discussion
 Discussion
 10-0 Support Addition
 1st Reading
Recommendation TBD
Action Item
 1st Reading
Action Item

Type: Bylaw Addition / Revision**Next: New Events Committee**

Summary: The Commissioners Committee is recommending that the CIF implement a northern California Regional Soccer Championship for Boys and Girls beginning 2017-2018. This regional tournament would mirror the current Regional Soccer Championships implemented in 2008 in southern California.

Fiscal Impact: Based upon the previous experience in southern California, a regional tournament would start with a minor net gain for the organization and grow as the tournament gains popularity.

Background: The CIF Federated Council approved a southern California Regional Soccer Tournament in February of 2007. The regional tournament has grown in size and participation over the past few years.

At the time of the original Soccer Regional approval, the majority of northern California CIF Sections did not offer soccer during the winter season of sport. That is not the case today. The majority of schools in northern California now compete in soccer during the winter season of sport making a post season regional championship viable. This proposal still allows the flexibility for sections. The North Coast and Northern Sections can continue to offer multiple seasons of sports for soccer within their sections to accommodate their schools location (snowline) and allows the sections/schools that are aligned to compete in a regional format.

2402. NORCAL REGIONAL CHAMPIONSHIPS

Northern California boys and girls soccer Championships (four [4] divisions) will be held following the completion of Section playoffs.

SOCCER

CIF NORTHERN CALIFORNIA REGIONAL CHAMPIONSHIPS

Div. I -IV March 8, 10 & 12, 2018

March 6-8 at Home Sites

March 10 at Home Sites

I. FORMAT

The format is an eight (8)-team single-elimination tournament in each of four (4) divisions (DI-DIV for both boys and girls. Entries into the tournament will include the champions of the four Sections representing Northern California, as well as at-large selections to fill the open brackets in each of the four (4) divisions, for a total of 32 entries for each gender.

II. AUTOMATIC ENTRIES-SEEDING PROCEDURES

- A. Northern California boys and girls soccer championships (four divisions) will be held following the completion of Section playoffs. Divisional placement of teams in the Northern California Regional Tournament will be based on rankings provided by each section at the conclusion of their playoffs. Seeding for the Southern California Regional Championships will take place on **Sunday, March 4, 2018.**

SECTION	Division I	Division II	Division III	Division IV
Central Coast	2	2	2	**
North Coast	2	2	2	**
Northern		2	2	2
Oakland				1
Sac-Joaquin	2	2	2	2
San Francisco				1
At-Large	2*			2*

B. SECTION LIMITATIONS

Sections with less than eight (8) schools in a division shall be limited to one (1) entry in that division. This applies to both team and individual sports.

III. CLASSIFICATION SYSTEM FOR PLACEMENT IN NORCAL SOCCER CHAMPIONSHIPS

Division I As determined by Section

Division II As determined by Section

Division III As determined by Section

Division IV As determined by Section

(Approved _____ Federated Council)

IV. QUALIFYING TO CIF STATE/REGIONAL CHAMPIONSHIPS

Teams/Individuals must compete, and qualify through, their respective CIF Section Championships to participate in CIF State/Regional Championships.

NOTE: Complete details on the 2018 CIF Northern Regional Soccer Championships will be available on the State CIF website (www.cifstate.org) approximately 45-60 days prior to the event.

SOCCER

CIF NORTHERN CALIFORNIA REGIONAL CHAMPIONSHIPS

Div. I-IV March 8, 10 & 12, 2018

March 6-8 at Home Sites

March 10 at Home Sites

I. FORMAT

The format is an eight (8)-team single-elimination tournament in each of four (4) divisions (DI-DIV for both boys and girls. Entries into the tournament will include the champions of the four Sections representing Northern California, as well as at-large selections to fill the open brackets in each of the four (4) divisions, for a total of 32 entries for each gender.

II. AUTOMATIC ENTRIES-SEEDING PROCEDURES

- A. Northern California boys and girls soccer championships (four divisions) will be held following the completion of Section playoffs. Divisional placement of teams in the Northern California Regional Tournament will be based on rankings provided by each section at the conclusion of their playoffs. Seeding for the Southern California Regional Championships will take place on **Sunday, March 4, 2018.**

SECTION	Division I	Division II	Division III	Division IV
Central Coast	2	2	2	**
North Coast	2	2	2	**
Northern		2	2	2
Oakland				1
Sac-Joaquin	2	2	2	2
San Francisco				1
At-Large	2*			2*

B. SECTION LIMITATIONS

Sections with less than eight (8) schools in a division shall be limited to one (1) entry in that division. This applies to both team and individual sports.

III. CLASSIFICATION SYSTEM FOR PLACEMENT IN NORCAL SOCCER CHAMPIONSHIPS

Division I As determined by Section

Division II As determined by Section

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(Approved _____ Federated Council)

IV. QUALIFYING TO CIF STATE/REGIONAL CHAMPIONSHIPS

Teams/Individuals must compete, and qualify through, their respective CIF Section Championships to participate in CIF State/Regional Championships.

NOTE: Complete details on the 2018 CIF Northern Regional Soccer Championships will be available on the State CIF website (www.cifstate.org) approximately 45-60 days prior to the event.

Proposal for CIF Northern California Regional Soccer Championships

The following proposal will be forwarded to the Championships and New Events Committee of the California Interscholastic Federation (CIF) as the first step in the State CIF process for possible implementation. The proposal is to request the California Interscholastic Federation to administer a Northern California Regional Championship for Boys' and Girls' Soccer to begin in the winter of 2018. It is understood that any proposal for the addition of a new championship under the auspices of the California Interscholastic Federation must follow the criteria and procedures for new events, as specified by the CIF Federated Council.

SUMMARY OF PROPOSED CIF NORCAL REGIONAL SOCCER TOURNAMENT

1. Format

The proposed format is an eight-team single-elimination tournament in each of four divisions for both boys and girls, with the first round to be held during the week immediately following the six Sections' Soccer Championships to begin in March, 2018. Entries into the tournament will be the section champions as well as at-large selections to fill the open brackets in each of the four divisions, for a total of 32 entries for each gender.

2. Management

The CIF NorCal Regional Soccer Championships will be under the direct responsibility of the CIF NorCal Soccer Management Committee, to be determined through the process as delineated by the State CIF Office. The Management Committee is to include but not be limited to representation from all six Sections.

3. Regional Tournament Dates

The CIF NorCal Soccer Championship dates will be Tuesday, March 6th, Thursday, March 8th and Saturday, March 10th, 2018.

4. Classification System for Placement in NorCal Championships

There will be four divisions. Teams will advance from their Section Championship in a criteria set by their governing board.

5. Minimum Number of Entries from Each Section

SECTION	Division I	Division II	Division III	Division IV
Central Coast	2	2	2	**
North Coast	2	2	2	**
Northern		2	2	2
Oakland				1
Sac-Joaquin	2	2	2	2
San Francisco				1
At-Large	2*			2*

6. Seeding Committee

The Seeding Committee will be composed of the six Section Commissioners and the Tournament Director, as determined by the State CIF Office.

7. Sites

The First Round, Semi-Final and Regional Final games will be played at the school designated as the "home" team.

POLICY AND PROCEDURES FOR NEW EVENTS

The criteria specified by the CIF Federated Council for proposals of new events to be managed by the California Interscholastic Federation are addressed below.

1. Financial Criteria

A. Travel expenses, lodging and meals: First round pairings will be made with consideration of travel time and expense. During all rounds, the visiting teams will be responsible for their own travel expenses, to include transportation, meals, and lodging, if required, subject to reimbursement. Host schools will be provided a flat amount to cover basic expenses. It is expected that since only the six Northern California sections are participating, the cost for lodging will be minimal.

B. Mitigating expenses of new event: In order to minimize expense (and loss of school time), in the first round in each division, the seeding committee will consider geography when determining brackets.

C. Financial burden on Section and State budgets: The financial burden the sections and/or state may incur must be off-set, wholly or partially, through the use of funding sources to include, but not be limited to: ticket sales, television and internet broadcast rights fees, and contributing corporate sponsors.

D. Detailed, specific, feasible cost estimate: The figures below reflect the total for four of the five divisions (I, II, III and V) of the CIF Southern California Regional Soccer Championships which should be similar in size of field and format:

2015 Revenue: \$83,333

2015 Expenses: \$45,504

2015 Net: \$37,829

2. Philosophical criteria: The addition of a NorCal Regional Soccer Championship will continue to enhance the awareness of positive values taught through sport participation, including the opportunity for athletes to excel on the field while also adhering to the principles of "Pursuing Victory with Honor." Secondly, the event will elevate the sport of soccer in the high school community, and add credibility to the sport, as played at the championship level. Lastly, the sport of soccer in California features athletes that represent a high level of diversity.

3. Qualifying participation criterion for a championship event: According to the 2014-15 CIF Participation Census, more than 82% of all CIF member schools participate in the sport of soccer, with 93,934 boy and girl student-athletes.

4. Feasibility: The operational format and financial feasibility of a Regional Soccer Championship has been successfully implemented in Southern California.

5. Other recommendations: The addition of a CIF Northern California Regional will one day lead to the addition of a CIF State Soccer Championship in the coming years. The benefits of a SoCal Regional Soccer Championship will exceed the financial expense of such an event. A championship of this caliber will reinforce soccer as a major high school sport, and will give the student athletes the opportunity to excel at the highest level possible in their high school careers.



V.B.2.

ROGER L. BLAKE, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

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To: Federated Council

Date: February 25, 2016

Re: Proposal – First Reading: Regional Water Polo Championship Event

Proposal Originated: Central Section

Proposal Reviewed

10/07 2015 – Central Section Board of Managers
01/27, 2016 – Central Section Board of Managers
02/24/ 2016 – Executive Committee
03/08/2016 – New Events Committee
03/15/2016 – Commissioners Committee
04/07/2016 – Executive Committee
04/08/2016 – Federated Council
10/07/2016 - Federated Council

Proposal Recommendation

First reading
Passed, Forwarded
1st reading
Recommendation TBD
Recommendation TBD
Action Item
1st Reading
Action Item

Type: New Regional Championship Event

Next: March 8, 2016 - New Events Committee
March 15, 2016 – Commissioners Committee

Proposal Summary: The CIF Central Section is proposing the implementation of a CIF Regional Water Polo Championship to begin in the fall/winter of 2017-2018. This proposal follows the approved State Championships Master Schedule timelines for implementation of new events.

The event would allow the most competitive water polo teams in the state an opportunity to compete at the Regional level. This championship event is proposed as a one week tournament held immediately after the section finals.

Fiscal Impact: The Regional Championship is projected as a \$6,900 loss without any corporate sponsorship. It is anticipated that with corporate support and ancillary event income the regional tournament could become revenue neutral to the organization.

Background: State CIF does not currently have a regional championship in water polo.

**ARTICLE 300
WATER POLO**

3000. CLOCKS

It is recommended, but not required, that clocks used in conducting water polo contests be visible to the participants.

3001. OFFICIAL NATIONAL FEDERATION AUTHENTICATION MARK

Only balls with the National Federation authentication mark shall be used in the sports of baseball, basketball, field hockey, football, lacrosse, soccer, softball, volleyball and water polo.

(Revised to include lacrosse November 2000 Federated Council)

3002. WATER POLO REGIONAL CHAMPIONSHIPS

A regional boys and girls water polo Regional Championship will be held following the completion of Section playoffs. Water Polo Regional Championships entries will be placed into the appropriate Region aligning with the Sections current "season of sport."

Water Polo North and South Regional Championship

Season of Sport

Section	Boys	Girls
CCS	Fall	Fall
NCS	Fall	Fall
SJS	Fall	Fall
CS	Fall	Fall
SS	Fall	Winter
SD	Fall	Winter
LA	Fall	Winter
NS	None	None
SF	None	None
Oak	None	None

Due to the fact that the San Diego, Southern and Los Angeles sections participate in girls water polo during the winter season, there cannot be a state championship in girls water polo. For equity reasons, it is projected that there will not be a state championship in boys water polo if different seasons of sports prohibits one for the girls.

Central Section participates in both genders in the fall and will therefore compete in the North Regional.

Proposal Timeline:

Section First Read- Fall 2015

Section Vote- Winter 2016

State First Read- Spring 2016

State Vote- Fall 2016

Implementation 2017/18

Boys and Girls Northern Regional Fall Water Polo Proposal (Fall)

NFHS Week 20- November 14 & 18, 2017

1. 8 team brackets each division (I & II) each gender= total of 32 teams
2. Format:

Tuesday, November 14-round 1 @ home sites

Sat, November 18- Semi-Finals and Championships at neutral site TBD

Sample Entries:

North Entries for Fall Regional Championship-

Boys	Division I	Division II	Total
CCS	2	2	4
NCS	2	2	4
SJS	2	2	4
CS	2	2	4
Totals:	8	8	16

Girls	Division I	Division II	Total
CCS	2	2	4
NCS	2	2	4
SJS	2	2	4
CS	2	2	4
Totals:	8	8	16

Sample Game Format @ Neutral Site:

A total of 32 teams (16 boys & 16 girls) would participate in first round game at home sites Tuesday, November 14, 2017. North Regional Semi-Finals and Championships held on Saturday, Nov 18, 2017, at a site to be determined.

Saturday Game Schedule:

2 concurrent games for each gender and division

10:00- Boys Division II (#1 seed vs. #4) and (#2 seed vs. #3)

11:30- Girls Division II (#1 seed vs. #4) and (#2 seed vs. #3)

1:00- Boys Division I (#1 seed vs. #4) and (#2 seed vs. #3)

2:30- Girls Division I (#1 seed vs. #4) and (#2 seed vs. #3)

4:00- Boys D II Championship and Girls D II Championship

6:00- Boys D I Championship and Girls DI Championship

Boys Southern Regional Fall Water Polo Proposal Boys (Fall)

NFHS Week 20- November 14 & 18, 2017

1. 8 team brackets each division (I & II) = total of 16 teams
2. Format:
 - Tuesday, November 14-First Round @ home sites
 - Sat, November 18- Semi-Finals and Championships at neutral site TBD

Sample Entries:

South Regional Entries for Regional Championship Boys Fall -

Boys	Division I	Division II	Total
SS	4	4	8
SD	2	2	4
LA	2	2	4
Totals:	8	8	16

Sample Game Format:

A total of 16 boys teams would participate in first round games at home sites. Semi-finals and Championship held at a site to be determined.

Sample Game Schedule:

Friday-

10:00-Boys Division II (#1 seed vs. #4) and (#2 seed vs. #3)

11:30-Boys Division I (#1 seed vs. #4) and (#2 seed vs. #3)

1:00-Boys D II Championship

3:30-Boys D I Championship

Girls Southern Regional Fall Water Polo Proposal (Winter)

NFHS Week 35- Feb 27 and Saturday, March 3, 2017

1. 8 team brackets each division (I & II) = total of 16 teams
2. Format:
 - Tuesday, February 27-round 1 @ home sites
 - Sat, March 3- Semi-Finals and Championships at neutral site TBD

Sample Entries:

South Regional Entries for Regional Championship Girls Winter -

Girls	Division I	Division II	Total
SS	4	4	8
SD	2	2	4
LA	2	2	4
Totals:	8	8	16

Sample Game Format:

A total of 16 girls teams would participate in first round games at home sites.
Semi-finals and Championships at a site to be determined.

Sample Game Schedule:

Saturday-

10:00- Girls Division II (#1 seed vs. #4) and (#2 seed vs. #3)

11:30- Girls Division I (#1 seed vs. #4) and (#2 seed vs. #3)

1:00- Girls D II Championship

3:30- Girls D I Championship

Financial Criteria and Feasibility for New Events Sponsored by CIF:

1. What travel, lodging, and meal reimbursement will be provided to participating schools (please use the CIF Adopted Criteria)?
Reimbursement will follow the CIF's currently adopted criteria for team championships.
2. Will this event place any CIF Section event at risk financially?
 - This event will not place any CIF Section event at risk financially because it takes place after all section championships have been concluded. This event will possibly generate greater excitement in the sport water polo at the section level and generate additional profit.
3. Will this event be a burden on any CIF Section budget or the State CIF budget?
 - This event will not place any burden on any CIF Section budget because it takes place after all section finals have been completed. The State CIF will work with interested host communities to keep championship expenses in line with the projections and use additional marketing opportunities to supplement the budget.
4. Please provide a detailed, specific, feasible cost estimate for the operation of this event.

Below are the budget estimates for this event:

Projected Regional Water Polo Championships based on Central Section Championship historical revenue and expense figures		
	Revenue	Expense
Marketing		
Gate Receipts	1.5 X # of Competitors (960) \$11,500	
Personnel Expenses		\$1700
Officials		\$7200
Misc Expense/travel		\$4000
Awards		\$800
Entries	NA	
Security		\$1000
Announcer/s		\$300
Credentials		\$100
Ticket Takers/Sellers		\$500
Facility		\$2000
Tournament Director		\$800
	Total \$11,500	\$18,400

5. Please demonstrate using both costs in #4 above and anticipated event revenue how this event may be sustained economically over many years.

This event will be financially feasible with the anticipated selection of a sport specific sponsor. Overhead costs could also be minimized with the addition of another home site contest leading up to the championship final.

6. Is the current CIF State Office staff capable of managing this event?
 - The current CIF State Office staff is capable of managing this event and the event expenses cover the costs of a State Tournament Director to assist the State office staff.
7. Is there capable staff available to support the CIF State Office in the operation of this event?
 - Yes. The State office staff currently has adequate resources to staff the event.

Philosophical Criteria for New Events:

1. How does this event contribute to the goals of the CIF (i.e. a new event may enhance gender equity, economic stability and enhance the awareness of values taught through sport)?
 - This event would bring the top teams from each section to compete in an even larger scale event than their own section championships. It's another opportunity for both boys and girls to have "state" level competition in the sport of Water Polo as other sports currently do (Swimming and Diving, Basketball, Volleyball, etc).

Qualifying Participation Criterion for a Regional Championship:

1. Do 50% of all CIF sections participate in the sport in the same season?
 - Yes, for boys, the CCS, NCS, SJS, CS, SS. LA and SD all participate in the winter. For girls, CCS, NCS, SJS, CS all participate in the fall. In the SS, LA and SD, girls participate in the winter. Currently, NS, SF and Oakland do not have Water Polo Championships.

Other Questions:

1. How will this event benefit participating schools and students?
 - This event will give boys and girls the opportunity for post-section championship opportunities not currently available in Water Polo.
2. Do the proposed dates conflict with state mandated testing?
 - The proposed dates are ones that are currently used for playoff opportunities in other sports. No conflict with state testing is anticipated.
3. Does the event cause additional loss of instructional time? If so, has any thought been given to mitigating this loss (Saturdays, evenings, vacation time)?
 - The Regional event will follow a schedule similar to many of the other state level regional events (Boys and Girls Soccer, Boys Volleyball). Depending on

travel, there may be some loss of instructional time, but every effort will be made to minimize lost class time.

4. If the proposal is for a sport that is played now in more than one season in the state, what dates are selected and why?
 - There would be 4 separate Regional Championships.
 - 1) Fall- Boys Nor Cal Regional (CCS, NCS, SJS, CS)
 - 2) Fall- Boys So Cal Regional (SS, SD, LA)
 - 3) Fall- Girls Nor Cal Regional (CCS, NCS, SJS, CS)
 - 4) Winter- Girls So Cal Regional (SS, SD, LA)

The proposed dates of the event coincide with the next available weekend after the completion of Section finals.
5. How, specifically, will this event be a demonstration of the values of participation in high school athletics? In choosing teams or individuals for an event, is there any criterion such as demonstration of respect, sportsmanship, citizenship, achievement through effort and cooperation, full compliance to CIF code of ethics, rules, regulations, guidelines, etc.?
 - All CIF events are conducted with the above in mind. This event can give CIF member schools another opportunity to demonstrate that competition can be played fairly and with great sportsmanship. It is also an additional avenue for our member schools to promote the best values of educational athletics.
6. Will the proposed event lend itself to a partnership between the State CIF and a CIF Section? If so, the nature of the partnership must be detailed. What are the duties and responsibilities of the State and Section entities? If there is to be a risk/profit sharing, what are the proposed financial details? If resources, other than financial, are to be used as part of a partnership, what are the anticipated resources?
7.
 - Any proposal that considers a Section/State partnership should consider whether or not an event should be rotated, upon request, among Sections. The state office will assume financial responsibility of profit and/or loss of the event.
8. Will there be any ancillary activities associated with the event to make it more attractive and reflective of the goals and mission of CIF (i.e. training for coaches, sportsmanship activities for schools)?
 - None anticipated.



New Member School Evaluation Form

School Name SCALE Leadership Academy

Principal Dr. Lawrence Wynder

Yrs. as Principal 3

CIF/Athletic Background? **Y** **N**

Athletic Director Mr. Wes Choate

Yrs. as A.D. 1

CIF/Athletic Background? **Y** **N**

Date of Contact

Notes

Visit/Phone May 6, 2016 – Site Visit

Visit/Phone _____

Enrollment	Current	Next Year	Target
Grade 9	80	80	80
Grade 10	80	80	80
Grade 11	50	80	80
Grade 12	10	50	80

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
	Track and Field		Gymnastics
	Basketball		Softball
	Soccer		Track and Field
	Wrestling		Basketball
			Soccer


Current Athletic Competition: None

Facilities: Off-Site – Aquinas HS, Calvary Chapel – San Dimas, Sokol Elite Gymnastics

Commitment to abide by:

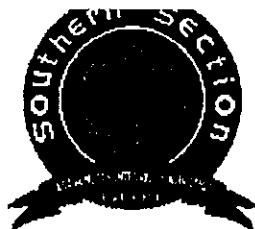
1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar
4. Eligibility Rules
5. Play limited to CIF member schools only
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees.
7. Area Placement and league membership
8. Gender equity

Membership Recommendation: ☒ Prohibit Recommend ☐ Do not Recommend


Executive Committee Member - Area Representative

Notes:

- Academy of Sports Science operates under the Charter of Acton-Agua Dulce Unified School District.
- They are a hybrid program consisting of an online program and face to face teaching at various learning centers in Pomona, Chino, Rancho Cucamonga, and San Bernardino
- The type of student at the school includes credit recovery, foster youth, students not wanting to attend a traditional comprehensive high school, and a student who may have a unique learning need. Examples include students who are actors, ice skater, or gymnast.
- Public school funded
- The school is accredited by WASC. Students participate in a full curriculum with 240 credits to graduate. Each student chooses an elective path in the areas of Sports Science, STEM, or Performing Arts
- All students in athletics will be required to play two sports
- Students from Los Angeles, San Bernardino, and Kern Counties are eligible to attend
- The principal is in his third year at the school. He participated in high school athletics when he attended high school.
- The Athletic Director is in his first year. He previously coached and taught at various public and private schools. (8 years teaching and 14 years coaching).
- The school desires membership so they can provide an opportunity for those students who wish to participate in a competitive school setting. The first year they would like to assemble and play a JV schedule and freelance.



CIF Southern Section Application for Membership 2016-17 School Year

ALL INFORMATION MUST BE TYPED

Name of School Academy of Sports Science
Street Address 14816 Central Ave.
City and Zip Code Chino 91710
School Telephone 888-501-6292 Athletic Telephone 909-597-6451 Fax 909-606-5291
School Website nsdsportsacademy.org

Type of School (Check where applicable)

	Grades 9-12	Grades 10-12	Public	Private	Coed	All Boys	All Girls
Number of Students per Grade (Current Year)	9 th <u>80</u>	10 th <u>80</u>	11 th <u>50</u>	12 th <u>10</u>			
Total Number of Current Year Students	<u>220</u>						
Anticipated Future Enrollment	3 Years Hence <u>350</u>	5 Years Hence <u>500</u>					

New Public High Schools under Construction – Planned Opening Date _____
Charter Schools Only – Chartering District/Institution Acton-Agua Dulce Unified School District

Athletic Program Goals and Objectives

The mission of the Academy of Sports Science is to develop elite athletes and to support national efforts to increase competitiveness on an international level.

Athletic Administration

Name of Principal	<u>Dr. Lawrence Wynder</u>	Principal's email	<u>lw Wynder@scaleacademy.org</u>
Name of Athletic Director	<u>Wes Choate</u>	Athletic Director's email	<u>wes.choate@scaleacademy.org</u>

Accreditation

WASC:

Name and Address of Accrediting Organization _____

Facilities

Sport	Practice Facility	Game Site and Location
Baseball	Aquinos High School	Aquinos High School
Basketball	Player's Edge Corona	Calvary Chapel- San Dimas
Track and Field	Aquinos High School	Aquinos High School
Volleyball	Player's Edge Corona	Calvary Chapel- San Dimas
Gymnastics	Sokol Elite Gymnastics	Sokol Elite Gymnastics

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	V,JV,F-S	V, JV,F-S	Winter	Basketball	V, JV,F-S	V, JV,F-S
	Field Hockey				Soccer	V,JV,F-S	V,JV,F-S
	Football				Water Polo		
	Golf				Wrestling	V,JV,F-S	
	Tennis						
	Volleyball		V, JV, F-S				
	Water Polo						
Spring	Badminton						
	Baseball	V, JV,F-S					
	Golf						
	Gymnastics		V,JV,F-S				
	Lacrosse						
	Softball		V,JV,F-S				
	Swimming/Diving						
	Tennis						
	Track/Field	V, JV,F-S	V, JV,F-S				
	Volleyball						

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

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

IMPORTANT Please Note:

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

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

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

Dr. Lawrence Wynder

Administrator of School (Superintendent/Principal)
Academy of Sports Science

Name of School
4/19/16

Date

Edna Herring

Officer (Board/Trustee Officer)
Scale Board of Education

Name of District Board
4/19/16

Date

CIF Southern Section Executive Committee Review and Approval Status

4/19/16

Date

Approved

Probationary

Full, Restricted

Full, Unrestricted

Denied

Area Placement

Commissioner of Athletics

Athletic Director: Wes Choate

Experience:

Teaching: 8 years

- La Quinta High School
- Orange High School
- Magnolia Science Academy
- Halstrom Academy
- Academy of Sports Science

Coaching: 14 years

- Golden West College 5 years
 - Associate Head Coach/Director of Football Operations
- Head Varsity Football Coach 4 years
 - La Quinta High School/Orange High School
- Head JV Baseball and Softball Coach
 - La Quinta High School/Orange High School

Advisor: 6 years

- Aztec Community Enrichment through Sports ACES Advisor- La Quinta
- Aztec Team Fundraiser Advisor- La Quinta
- Discipline Committee- La Quinta, Orange, Magnolia Science
- Yearbook Advisor- Magnolia Science Academy
- Athletic Director- Scale Academy/Academy of Sports Science

Academy of Sports Science Coaches List

Coaches:

- Boys' Basketball- Cristian Gopez- Director of Edge Basketball
- Girls' Basketball- Dayna Gamball
- Baseball- Jerry Alfaro- Coach at Club Elite Baseball
- Softball- Wes Choate- Coached 4 years of high school softball
- Girls' Volleyball- Rod Washington
- Track & Field- Twin Fernandes- 2 years coaching, worked under women's USC coach
- Cross Country- Lawrence Wynder
- Girls' Gymnastics- Wendy Sokol- head of Sokol Elite Gymnastics
- Wrestling- Javier Vazquez- head of Gracie Strike-Based Jiu Jitsu

Prior Year SIF Completed (2014-15)

District: Acton-Agua Dulce Unified
 School: SCALE Leadership Academy
 CDS Code: 19753090129411

Section A. Full-Time Equivalent of Classified Staff

Description	American Indian or Alaska Native Hispanic Male	Asian not Hispanic Male	Pacific Islander Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latino of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Totals
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.50	1.25

Section B. Educational Options/Independent Study/Online Education

Row		Types of Educational Options		Number of Participating Students	
		K-8	9-12	K-8	9-12
1	Alternative Schools and Programs of Choice	0	0	0	0
2	Magnet Schools or Programs	0	0	0	0
3	Unduplicated Total of Lines 1 & 2	0	0	0	0
Row	Independent Study/Online Education				
	4	Independent Study: Taking one or more classes	17	0	0
	5	Independent Study: Taking 50% or more of their classes	17	0	0
	6	Online Education: Taking one or more classes	17	0	0
	7	Online Education: Taking 50% or more of their classes	17	0	0
	8	Unduplicated Total of Lines 4 & 6	17	0	0

5C1

Section D. Educational Calendar

Traditional			True
Year-round		Single-track	
		Multitrack	
Single-track or multitrack only, the year-round calendar type	60/20		
	90/30		
	Concept 6		
	Custom		
	60/15		
	45/15		
	Modified Concept		
School start date			08/18/2014
School end date			06/06/2015

Section E. Parental Exception Waiver from English-Language Classrooms

Number of waivers requested	4
Number of waivers granted	4

Section G. Estimated Number of Teacher Hires (2015-16)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	0.0
Bilingual Education	0.3
Business	0.0
Dance	0.0
English	0.4
Foreign Language	0.0
Health Education	0.0
Home Economics	0.0
Life Science	0.3
Mathematics	0.3
Music	0.0
Physical Education	1.0
Physical Science	0.0
Reading	0.0
Self-contained Classes	0.0
Special Education	0.0
Social Science/Studies	0.3
Drama/Theater	0.0
Trades and Industrial Arts	0.0
Other Specializations	0.4

5C1

P4305

High School – Grades 9-12

All SCALE students will earn a diploma of graduation from high school after passing the California High School Exit Exam (CAHSEE), completing all UC/CSU "a-g" course requirements, and elective enrichment courses through a minimum accumulation of 240 credits:

Subject	Credits
Advisory	40
English	40
College Preparatory Math	30
Laboratory Science	20
Life Science/Biology	10
World History	10
U.S. History	10
Economics/Government	10
Foreign Language	20
Physical Education	20
Performing Arts Elective	20
College Prep Elective	10
TOTAL:	240

Credit may be earned only in classes not previously passed. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. Students taking Honors or Advanced Placement courses will earn extra grade points as determined by the Board of Directors.

Graduation requirements may change as determined by the board of directors, without need for material revision of the charter.

Graduation Requirements

Courses Offered

Course Sequence

Beyond High School

California Career Technical
Educational Library

Secondary Academic
Library

External Links

- [California High School Exit Exam](#)
- [UC A-G Course List](#)

Dr. Lawrence C. Wynder
14680 Clearbrook Dr.
Chino Hills, California 91709
(626) 241-3057
lwynderii@yahoo.com

EDUCATION

Ed.D. Educational Leadership	University of Southern California, Los Angeles, CA	2012
M.A. Education	Claremont Graduate University, Claremont, CA	2006
B.A. Social Sciences	University of La Verne, La Verne, CA	2004

CREDENTIALS

Preliminary Administrative Services Credential	Credential #: 110220382
Clear Single Subject Teaching Credential	Credential #: 130118747

SELECTED HIGHLIGHTS

- Over 10 years of experience working with youth in public education and community based organizations
- Over 5 years of leadership experience in K12 settings
- Over 5 years of working with undergraduate and graduate students and teacher education candidates
- Sound knowledge of educational research and best practices
- Experienced in instructional leadership, management, and program evaluation
- Experience mentoring and coaching new and experienced teachers
- Strong commitment to accountability, data inquiry, and achieving results
- Experienced in instructional technology, distance learning, and instructional design
- Experience working with people of all backgrounds and a commitment to fostering opportunities for students at all levels

HIGHER EDUCATION EXPERIENCE

Adjunct Faculty, Azusa Pacific University	2014 - Present
<ul style="list-style-type: none">• Mentored and evaluated new teacher candidates against beginning level competency standards in the clinical practice program• Observed teachers in clinical practice settings and provided feedback and recommendations intended for instructional improvement• Met regularly with Master Teachers and Administrators to discuss the progress of the university's clinical practice candidates to which I was assigned• Led Courses EDUC 600, 601, 602, and 602 for experienced teachers seeking to complete their induction program and clear their teacher credentials• Monitored and evaluated the submission of teacher practice assignments and provided feedback and grading through the Taskstream online assessment system	
Adjunct Faculty, National University	2008-2011
<ul style="list-style-type: none">• Served as a part-time faculty in the teacher education program• Provided instruction for college graduates seeking teacher certification in the area of social sciences• Utilized instructional design models to improve student performance• Designed instructional materials, resources, and technology tools for online courses• Participated in cutting-edge professional development in the areas of online teaching and instructional technology	
Admissions Representative, Mt. Sierra College	2003-2004
<ul style="list-style-type: none">• Recruited students locally and nationally for both on campus and online degree programs• Held information sessions for prospective students and families	

- Provided guidance and program recommendations based on students' career interests
- Guided students through the enrollment and financial aid processes

K-12 ADMINISTRATIVE EXPERIENCE

- Director, Academy of Sports Science (SCALE Public Schools)** 2014 - Present
- Designed the SCALE education program, key organizational elements, and drafted the school budget in alignment with school goals
 - Responsible for the implementation of the educational program
 - Led marketing, outreach, and public relations effort to build community awareness
 - Led ongoing staff development and training sessions
 - Applied for competitive grants and funding programs
 - Successfully applied for over \$400,000 in funding and grants in support of school development and operations
 - Monitored expenses and operations against school budget plans
 - Provided regular reports to the board of education regarding school academics and operation
- Interim Director, Edfutures, Inc (E.M.O.)** 2012-2014
- Served as a consultant to support the organization's school development and school management
 - Provided guidance to the education management team regarding school restructuring
 - Reviewed attendance records and District policies and submitted Woodward Leadership Academy
 - Served as a consultant for Fontana Leadership Academy regarding school development, authorization, and budgetary matter
- Principal, Wisdom Academy for Young Scientists (Central-North Campus)** 2011-2012
- Designed, organized, and led professional development meetings for 25 staff members
 - Designed, implemented, and monitored all aspects of the academic program
 - Implemented quarterly benchmark assessments
 - Designed and led bi-weekly professional learning communities around
 - interactive notebooks, backwards planning, instructional and assessment alignment
 - Revised elements of the renewal charter based on Los Angeles County Office of Education's (LACOE) requirements
 - Drafted the school-wide Achievement Plan that was submitted to LACOE
 - Drafted the school-wide Best Practice Implementation plan for two campuses
- Assistant Principal, College-Ready Middle Academy #5** 2009-2010
- Assisted the School Principal with designing the school curriculum in alignment with the school mission and vision
 - Assisted in the planning and monitoring of the school budget
 - Participated in the recruitment and selection of the school's founding teachers
 - Participated in the recruitment of students and families prior to opening
 - Designed and implemented the school-wide technology plan and evaluated the program against target outcomes
 - Led professional development and training sessions for school staff
 - Designed benchmark assessments to monitor student growth and academic achievement
 - Provided guidance for teachers in alignment with teacher performance expectations

TEACHING EXPERIENCE

- History Teacher, Huntington Park College Ready Academy High School** 2006-2009
- Taught 11th grade United States History, 10th grade World History, and 9th grade Creative Writing
 - Implemented dynamic and interactive instructional methods to promote student achievement
 - Annual class performance was consistently ranked among the top three in the

Alliance's network of 8 charter high schools

- Provided coaching, mentoring, and support for two first year teachers
- Served as a supervising teacher for the Cal State Los Angeles Student Teacher Program
- Served as Lead Teacher of the Social Science department in 2008-2009, 2009-2010
- Served as a member the District-wide Benchmark Design Team for the Social Sciences
- Coached Junior Varsity Boys Basketball in 2007-2008, 2008-2009

History Teacher, Magnolia Science Academy #1

2005-2006

- Taught 7th grade Social Studies and English
- Worked with students with various backgrounds, learning styles, and diverse academic needs
- Provided standards-based instruction while utilizing the constructivist approach
- Utilized research-based learning strategies and cross-curricular integration to support learning
- Designed lessons using numerous theoretical models and frameworks

K12 CONSULTING EXPERIENCE

PRESENTATIONS

Leadership Skills Approach, University of Southern California	Fall 2009
AB 540 Policy Presentation, University of Southern California	Fall 2010
Innovative Technology in Education, University of Southern California	Fall 2010
Public School Choice, Rialto Unified School District	August 2010
The Cognitive Learning Domain, University of Phoenix, Costa Mesa	May 2011
Andragogy: Adult Learning Theory, University of Phoenix, Costa Mesa	June 2011
Human Resources Administration and Collective Bargaining, USC	June 2011
Principal Leadership and Human Resources Management, USC	July 2011
Advisory Commission on Charter Schools (ACCS), Sacramento	June 2012

AWARDS AND HONORS

Dauterative Endowed Merit Scholarship (USC)	August 2011
Dean's List, University of Southern California	August 2011
Dean's List, University of Southern California	August 2009
Dean's List, Claremont Graduate University	May 2006

PROFESSIONAL SERVICE

Organized the SCALE Education Foundation Charity Golf Tournament	Summer 2011
Designed the SCALE Leadership Academy Charter School Model and Curriculum	2010-2011
Designed the Expository Writing Exam and Evaluation (College-Ready Middle Academy #5)	2009-2010
Designed and implemented the school-wide technology plan (College-Ready Middle Academy #5)	2009-2010
Lead Social Science Teacher (Huntington Park College-Ready Academy H.S.)	2008-2009
Social Science Benchmark Design Team - (Alliance Public Schools)	2008-2009
Social Science Benchmark Design Team - (Alliance Public Schools)	2007-2008
Fifth Year of Study Program Policy Proposal, Passage, and Implementation (Alliance Public Schools)	2008-2009
New Teacher Program Mentor - (Cal-State Los Angeles)	Fall 2008
New Teacher Support Provider - (Cal-State Dominguez & Teach for America)	Fall 2008

PUBLISHED WORKS

Wynder, II, L. C. (2013). Organizational Alignment in Charter School Settings: Investigation of a Three-Tier Model

for Linking Leadership, Culture, and Change Toward Instructional Improvement (Doctoral Dissertation),
University of Southern California.

Wynder, II, L. C. (2012). Building a culture of collaboration in charter and autonomous school settings: Alignment between purpose, problems, people, and potential. In Hughes, K. & Silva, S. A. (Eds.), *Above and beyond the standards: Identifying leaders for urban charter, autonomous, and independent schools* (Vol. 1, pp. 95-117), Boston: Emerald Books.

REFERENCES

References available upon request



OVERVIEW

The Academy of Sports Science is a free, open enrollment sports academy that is designed to meet the needs of gifted and talented athletes. This program was established to support efforts to develop young athletes in a wide-range of sports to create a pool of players that have the potential to compete on a professional, national and international level.

ATTEND SCHOOL WITH YOUR TEAMMATES. TRAIN. BREATHE. EAT. STUDY.

MISSION STATEMENT

- The mission of the Academy of Sports and Science is to establish grades 6th-12th charter school that provides educational opportunities for gifted and talented athletes. Upon leaving the academy it is our aim that students:
- Will be prepared to perform at top levels
 - Will obtain an early college awareness
 - Will be driven to succeed in all subjects, embracing all academic challenges
 - Will develop a personal commitment to serve as leaders of the 21st century

EDUCATIONAL PROGRAM

The Academic Academy offers an authentic top quality academic program that strives for academic excellence while enabling gifted athletes to improve their athletic performance. We believe that gifted athletes must be intelligent, hard working, team players, productive citizens, and socially responsible individuals. This translates into a personal commitment to excellence and personal development, which is required from all of our student athletes first and foremost.

As a free, open enrollment public school institution and program for gifted and talented athletes, the Academy follows some of the same state requirements that are required by a traditional school setting in the state of California. However, the program offers supplemental academic and athletic components that are specific to the goals of the academy in training highly competitive and gifted athletes.

Expected School-Wide Learning Results (ESLRs)

The Academy has the following Expected School-Wide Learning Results (ESLRs) for all of the student athletes that attend:

- Critical Thinkers
- Productive Individuals
- Personally and Socially Responsible
- Effective Communicators
- Technologically Advanced

The Academy's Core Values

- College Preparedness
- Small School Learning Environment
- Individualized Learning and Planning
- Performance and Results Orientation
- Program Flexibility
- Development of Gifted and Talented Youth
- Parent Engagement and Support 21st Century Outlook

ATHLETIC AND PERSONAL DEVELOPMENT PROGRAM

The Elite Sports Academy

The Academy of Sports Science is the first open enrollment program of its kind to serve gifted and talented, young athletes. The Academy's technical, tactical, physical and mental training programs help athletes of all skill levels reach their true potential.

The Elite Sports Training Program

Students practice approximately 1.5 hours per day for a total of 7.5 to 10 hours per week. For example, the Elite Sports Training Program includes 31 weeks of training for five days a week, which equates to approximately 232 to 310 hours of athletic training in each academic year.

Players are trained by experienced and licensed coaches. Coaches lend highly structured and fast paced practices and training sessions that focus on technical ability, defensive ability, physical ability, and tactical ability which will vary from sport to sport. Conditioning coaches and trainers work on overall physical ability to include quickness, acceleration, change of direction, speed, overall pace, change of pace with the ball, and endurance.

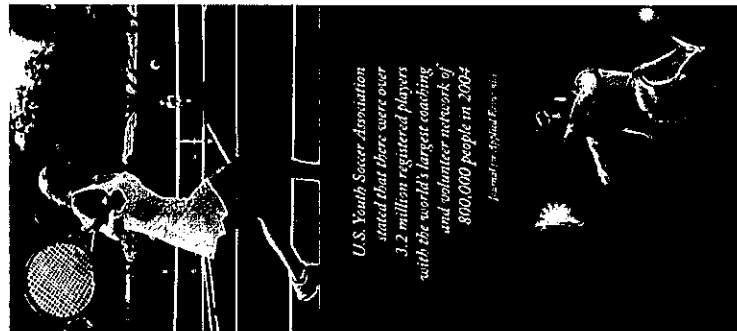
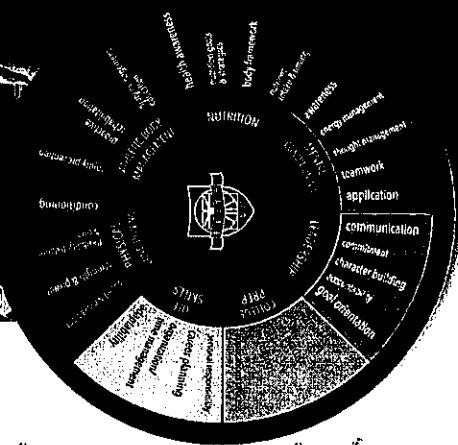
Monthly evaluations and player report cards offer ongoing feedback for players, parents, and coaches. Each year students leave with a performance portfolio that tracks each player's overall development and progress.

Upon graduation from the Academy, students will have an academic and athletic web portfolio that includes academic achievement, target goals, athletic performance evaluations, video clips, and physical metrics. This portfolio is intended to keep a detailed record of our elite student athletes that can be used for college recruiters and other interested parties.

Benefits Beyond Sports

The benefits of the Academy go beyond Elite Sports Training. As a full-day school and learning institution, students engage in higher level thinking with the expectation of achieving high academic standards. While participating in the Elite Sports Academy Training program, academic instructors work with students to create projects that connect the academic curriculum with the sport sciences. Students have opportunities to participate in individual and group projects that integrate the sport sciences, biological sciences, mathematics, physics, anatomy, biomechanics, technology, and nutrition. These projects foster opportunities for higher level thinking skills, college preparatory experiences, and advanced learning experiences that support high academic performance and academic growth.

Both the academic and athletic programs train the whole person to include coaching excellence, desire, toughness, and consistency. These attributes will be ingrained in each student athlete and will translate to life long learning and future success.



FREQUENTLY ASKED QUESTIONS

.....

WHAT DOES THE ACADEMY LOOK FOR IN A STUDENT ATHLETE?

The Academy looks for student athletes who have a strong commitment to academics, athletics and personal growth. Student athletes must be diligent in their schoolwork and sports activities and display a willingness to give 100% in each area.

WHAT IS THE ADMISSIONS PROCESS?

All prospective student athletes must complete the following process; 1) attend an information session, 2) complete an information packet, 3) complete a registration packet, and 4) attend an athletic evaluation. We strongly encourage all prospective families to speak with a Student Athlete Advisor prior to enrolling.

IS THE ADMISSIONS PROCESS COMPETITIVE?

Absolutely. There are a limited number of spaces available and the Academy is capped to maintain low student-to-teacher ratios. While the Academy will accommodate students on a first come first serve basis, a lottery may take place if enrollment applications exceed the number of spaces available.

HOW GOOD DO I HAVE TO BE AT MY SPORT?

While the Academy is intended to work with gifted and talented athletes, ability level is not a determining factor for acceptance. The Academy is an open enrollment program that aims to develop any student into an exceptional athlete.

WHAT GRADES CAN APPLY?

The academy is open to all grades from 6 to 12.

HOW DO I APPLY?

Complete the application provided in the packet or fill out an application online (www.ndsportsacademy.org). Follow all instructions in the application, then email it to info@ndsportsacademy.org. Or mail the application to:

Academy of Sports Science
SCALE Leadership Academy
13089 Peyton Drive #C452, Chino, CA 91709

HOW DOES THE YEAR AROUND PROGRAM EFFECT ACADEMICS?

Because we are a year around program, students are able to accelerate their learning at their own pace, work ahead, or get additional grade level help until they achieve high academic standards. When students complete academic and athletic targets, students are able to take academic and training breaks, or continue academics and training to accelerate their studies. These options provide flexibility while focusing on athletic and personal development.

ACADEMY OF
SPORTS
SCIENCE



COMMITMENT. SELF DISCIPLINE. PASSION. DEDICATION.

ACADEMY OF SPORTS SCIENCE (A SCALE INDEPENDENT STUDY SCHOOL)

13089 PEYTON DRIVE #C452 • CHINO, CA 91709 • 888.501.6292

WWW.NDSPORTSACADEMY.ORG • INFO@SCALEACADEMY.ORG



New Member School Evaluation Form

School Name Orange County Christian School – Anaheim, CA.

Principal Mrs. Coni Phillips

Yrs. as Principal 1.5 years

CIF/Athletic Background? Y No

Athletic Director Mrs. Linda Bandy

Yrs. as A.D. 10

CIF/Athletic Background? Yes N

Date of Contact

Notes

Visit/Phone Monday – May 2, 2016

Campus visitation date set with Principal and AD

Visit/Phone Thursday – May 5, 2016

Campus visitation completed. See notes and comments below

Enrollment	Current	Next Year	Target
Grade 9	22	30	45
Grade 10	19	22	45
Grade 11	23	25	45
Grade 12	17	20	45

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
	B Cross County JV (F)		G Volleyball JV (F)
	B Basketball JV (W)		G Basketball JV (W)
	B Badminton JV (S)		G Badminton JV (S)
	B Volleyball JV (S)		

Current Athletic Competition: California League of Christian Schools / League of Fellowship / National Home School League

Facilities: Basketball and Volleyball will be played at the MAP Sports Facility and the Next Level Sports Complex / Cross Country will compete in a number of local parks / Badminton will compete in two local badminton clubs

Commitment to abide by:

1. **Mission of CIF:** Yes. Both the principal and Athletic Director have been using the Blue Book to start shaping their schools mission and vision statement for athletics. They are excited to be guiding their schools future in athletics into alignment with the CIF Southern Section.

2. **Sportsmanship/Ethics:** Yes. Sportsmanship and Ethics are at the foundation of the school's athletic program. The athletic director in a few situations has had a student, coach or parent apologize to an official for their unsportsmanlike behavior during a break in the action or at the end of the contest. The term they use is "Christ Minded"
3. **Season of Sport Calendar:** Yes. The school has a very basic understanding of the Season of Sport Calendar. They asked great questions regarding dead periods, summer sports activities, multi-sport athletes and the relationship to school holidays, start and finish dates.
4. **Eligibility Rules:** Yes. This will be their biggest curve. We talked at great length regarding 2.0 GPA's and grading periods. We discussed the transfer and undue influence rules that will be completely new to them. The school also has a number of international students that live with host families that could be an issue for them at some time in the future. We also talked about student-athlete pre-participation medical screenings, medical insurance as well as concussion testing and protocols. Coaching Education and Certification for all their on and off campus coaches was also reviewed.
5. **Play limited to CIF member schools only:** Yes. Both the Principal and AD know and understand the rules that they must compete under with CIF Southern Section membership only schools. They have already started to contact like CIF-SS member schools regarding games and matches.
6. **Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees:** Yes. OCCS is completely aware of their new financial responsibilities of CIF-SS sport fees and their State CIF legal liability fees.
7. **Area Placement and league membership:** Yes. The school is beginning the search for like schools and possible league placement in the Orange County Area
8. **Gender equity:** Yes. The school is committed to providing equal opportunities for their male and female student-athletes.

Comments: The Principal and AD at OCCS have been working very hard to familiarize themselves with the CIF-SS Blue Book and all their new rules. They are all in and extremely excited about becoming part of the CIF-SS. Both have already placed a number of the CIF-SS meeting dates on their calendars. I would like to recommend Orange County Christian School for a Probationary Membership for 2016 – 2017.

Membership Recommendation: ☒ **Yes** ☐ **Recommend** ☐ Do not Recommend

James Perry / James Perry

Executive Committee Member - Area Representative

Revised 6/3/15



CIF Southern Section Application for Membership
2016-17 School Year
ALL INFORMATION MUST BE TYPED

Name of School ORANGE COUNTY CHRISTIAN SCHOOL
Street Address 641 S. WESTERN AVE.
City and Zip Code ANAHEIM, 92804
School Telephone 7148216227 Athletic Telephone 7148216227 Fax 7149528823
School Website WWW.OCCS.ORG

Type of School (Check where applicable)

☒ Grades 9-12 ☐ Grades 10-12 ☐ Public ☒ Private ☐ Coed ☐ All Boys ☐ All Girls
Number of Students per Grade (Current Year) 9th 22 10th 19 11th 23 12th 17

Total Number of Current Year Students 81

Anticipated Future Enrollment 3 Years Hence 100 5 Years Hence 150

New Public High Schools under Construction – Planned Opening Date _____

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

SEE ATTACHED FORM

Athletic Administration

Name of Principal CONI PHILLIPS Principal's email PHILLIPSC@OCCS.ORG
Name of Athletic Director LINDA BANDY Athletic Director's email BANDYL@OCCS.ORG

Accreditation

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Name and Address of Accrediting Organization _____

533 AIRPORT BL. SUITE 200 BURLINGAME CA. 94010

Revised April, 2016

1 | Page

5C2

Facilities**Sport****BASKETBALL****VOLLEYBALL****CROSS COUNTRY****BADMINTON****Practice Facility****SCHOOL CAMPUS****SCHOOL CAMPUS****PARK/CYPRESS COLLEGE****SCHOOL CAMPUS****Game Site and Location****VARIOUS****VARIOUS****VARIOUS****VARIOUS****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	F-S	SOF	Winter	Basketball	JV	JV
	Field Hockey				Soccer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Volleyball		JV				
	Water Polo						
Spring	Badminton	F-S	F-S				
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field						
	Volleyball	JV					

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

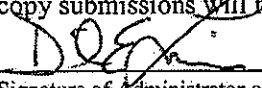
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal AND Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum,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

IMPORTANT Please Note:

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

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

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



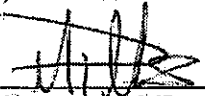
Signature of Administrator of School (Superintendent/Principal)

Orange County Christian School

Name of School

4/29/2016

Date



Signature of Officer (Board/Trustee Officer)

Michael Phillips

Name of District Board

4-29-16

Date

CIF Southern Section Executive Committee Review and Approval Status

	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date _____				
Commissioner of Athletics _____	Denied		Area Placement _____	

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Private School Affidavit Confirmation 2015-16

(covers the period October 1, 2015 through September 30, 2016)

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:	1/28/2016 11:00:26 AM
Confirmation:	187304
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From <u>Education Code Section 48222</u> : 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	Orange County Christian School
2. CDE-assigned 14 digit CDS code if one was previously assigned	30666966997001
3. County in which school is located	Orange
4. Public school district in which school is located	Savanna Elementary
5. Street Address (P.O. Box is not acceptable)	641 South Western Avenue
6. City	Anaheim, CA 92804 -
7. School Telephone Number	714-821-6227
8. Optional School Fax Number	714-952-8823
9. School E-mail Address	lewisd@occs.org
10. Optional School E-mail Address	phillipsc@occs.org
11. Optional School Web Site Address	www.occs.org
12. Mailing Address (only if different from #5 above)	

5C2

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

Prior Year School Information

20. Has this school ever filed a Private School Affidavit under a different school name?	No
21. Former name of school (if "Yes" answered to previous question)	
22. Has the public school district changed since filing last year's PSA?	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: 5 years, 0 months Oldest: 19	
25. Specify the enrollment counts by grade on or around the date the affidavit is filed. * (NOTE: Do not report pre-school enrollment; pre-schools that do not offer kindergarten should not file this PSA.)	Grade	Number of Pupils
	Kindergarten	24
	First Grade	20
	Second Grade	22
	Third Grade	12
	Fourth Grade	13
	Fifth Grade	11
	Sixth Grade	12
	Seventh Grade	7
	Eighth Grade	5
	Ninth Grade	22
	Tenth Grade	19
	Eleventh Grade	23
	Twelfth Grade	17
	Ungraded Elementary	0
	Ungraded Secondary	0
	Total Enrollment	207
26. Number of Twelfth Grade Graduates in 2014-2015 School Year	6	
27. Number of School Staff	Staff Type	Number of Staff

Full-time Teachers	14
Part-time Teachers	10
Administrators	3
Other Staff	10

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

Administrative Staff

28. Site Administrator	Mr. David Lewis
29. Site Administrator Title	Administrator
30. Site Administrator E-mail Address	lewisd@occs.org
31. Director or Principal Officer Name	Mr. David Lewis
32. Director or Principal Officer Position	Administrator
33. Director or Principal Officer Address	641 So. Western Avenue
34. Director or Principal Officer City	Anaheim, CA 92804 -
35. Director or Principal Officer E-mail Address	lewisd@occs.org

School Records

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

36. Name of Individual who is Custodian of Records	Mrs. Coni Phillips
37. Address (Location of Records)	641 So. Western Avenue
38. City	Anaheim, CA 92804 -
39. E-mail Address	phillipsc@occs.org

Tax Status of School

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

Acknowledgements and Statutory Notices

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

44. YES All Private School Affidavits are public documents viewable by the public.
45. YES The Private School Affidavit must be filed by persons, firms, associations, partnerships, or corporations offering or conducting **full-time day school** at the elementary or high school level for students between the ages of six and eighteen years of age.
46. YES Preschools should contact the Community Care Licensing Division (CCLD) of the California Department of Social

Services. Contact CCLD at 916-229-4530 or contact a regional office.

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

Electronic Signature

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

Name of owner or other head of school	David E. Lewis
Title	Administrator/Member of School Board
Telephone Number	714-821-6227
Electronic Signature - Birth Month	***** Not displayed for security purposes
Electronic Signature - Birthday	***** Not displayed for security purposes
Electronic Signature - Question	What is your favorite sport?
Electronic Signature - Answer	***** Not displayed for security purposes

Form Submitted:	1/28/2016 11:00:26 AM
Confirmation:	187304
Page Generated:	1/28/2016 11:00:26 AM

Confirmation message sent to lewisd@occs.org.

Confirmation message sent to phillipsc@occs.org.

Confirmation message sent (CC) to phillipsc@occs.org.

Confirmation message sent (CC) to lewisd@occs.org.

[Return to the Private School Affidavit information page](#)

Questions: [Private Schools Office](#)



Pioneer Christian Schools of Southern California
Orange County Christian School
641 S Western Avenue, Anaheim CA, 92804
Phone (714) 821-6227 Fax (714) 952-8823
www.occs.org


April 27, 2016

Reference: Sports Program Goals and Objectives

The goals and objectives of the Orange County Christian School Sports Program for each student athlete:

1. Development of the physical person.
2. Development of the qualities of good sportsmanship.
3. Development of concept of "team" play and "school spirit".
4. Development of the personal attributes associated with hard work and discipline.
5. Develop an appreciation of the rewards associated with setting goals and accomplishment.

The Orange County Christian School supports a sports program to ensure the development of each student athlete and prepare them to engage the issues in the world at large.

Sincerely,

David E. Lewis
Administrator



April 18, 2016

Re: Principal's vita for Orange County Christian School (OCCS)

To Whom It May Concern:

My name is Coni Phillips and I am the principal of Orange County Christian School. My educational background includes a degree in Liberal Studies and a minor in Mathematics. My experience in education includes working as a teacher, summer camp director, operations manager and interim principal prior to being hired as the full-time principal at OCCS. I have worked for OCCS since 1994, when I was hired to teach math and English for 6th-12th grade classes. Shortly after being hired as a teacher, I began to work with the administration on curriculum development and academic counseling. I was also active with organizing student activities and clubs during this time. In 2011, my schedule was adjusted to teaching part-time, allowing me to become more active in my administrative duties, and I was promoted to Operations Manager. The duties for this position included managing our daycare, front office, and kitchen programs, overseeing all school programs and events, organizing student activities, and continuing with academic counseling. In 2015, our principal passed away mid-school year, and I served as the interim principal for the remainder of the year, before accepting the position as principal for the 2015-2016 school year.

The last two years have seen tremendous growth in our school. We were approved to accept international students, granted accreditation by WASC, and able to offer AP classes for the first time. Our school has been blessed by these improvements, and we look forward to partnering with CIF this next year, as we feel this will be another area of growth for OCCS!

If you need any additional information, please feel free to contact me at phillipsc@occs.org or at (714)821-6227.

Sincerely,

Coni Phillips

Coni Phillips, Principal

OCCS



April 15, 2016

Re: Athletic Director's Vita

To Whom It May Concern:

I have been an employee of Orange County Christian School for approximately 20 years, during which time I've served as teacher, coach, and athletic director. I taught in elementary, middle, and high school classes, enabling me to gain experience working with students of various ages. This has been a benefit for me in my role as athletic director, as I have been working with both middle and high school age students. I also served as PE teacher for both middle school and high school students, which has also enhanced my role as our athletic director.

My experience as a coach at OCCS includes coaching the following sports for both boys and girls teams since 2009:

- Volleyball
- Basketball
- Tennis
- Track
- badminton

I was also trained to be a certified basketball referee and was able to serve as referee for the CALOC sports league for several years. In addition to coaching, I have served as athletic director for OCCS since 2009. My job duties include researching leagues comprised of other similarly-sized schools, ensuring OCCS met the league requirements, promoting the sports at school and fielding teams for the sports, scheduling games, providing transportation, handling fees and paperwork required, and finding qualified coaches for the sports.

During the years that I have worked as both coach and athletic director, the sports program has grown and we now have more student participation than ever before. I look forward to serving as athletic director for OCCS as we work with the CIF league this upcoming year.

If you have any questions, please contact me at (714)821-6227 or at bandly@occs.org.

Thank you,

Linda Bandy, Athletic Director for OCCS



April 18, 2016

RE: list of coaches and qualifications for Orange County Christian School (OCCS)

Athletic Director: Linda Bandy (vitae available separately)

Coaching Staff for the 2016-2017 school year:

1. Mr. McCall

- Education: BA in Physical Education from CSU Fullerton and a Masters in Secondary Education from University of Phoenix
- Experience:
 - participated in football, swimming, basketball, and baseball while attending high school
 - Taught swimming lessons for the YMCA during college
 - At Upland Christian School, taught K-12 physical education and coached 8-man tackle football, basketball, and baseball; head coach for football 2003 and 2004; received the Metro league coach of the year as baseball coach in 2004.
 - Completed the NAIA Champions of Character coaching program in 2005
 - worked as a Foothill-Citrus football official from 2009 to the present
 - At OCCS, coached boys and girls basketball from 2012 to the present

2. Natalia Lewis

- Education: attended East Los Angeles College and currently studying kinesiology at Golden West College
- Experience:
 - Participated in volleyball in high school at Woodrow Wilson High and in college at East Los Angeles College
 - Assistant coach for the boys volleyball and then head volleyball coach for 5 years at Woodrow Wilson High, with the teams ending up in playoffs multiple times
 - Head girls and boys volleyball coach at OCCS since 2011.

3. Douglas Cherry

- Education: AA degree in General Education from Merced College; BS in Physical Education from CSU Fullerton
- Experience:
 - Played and coached basketball at college and university
 - Coached for the OC Pride and Riverside Rage teams with the West Coast Warriors Youth Basketball Organization
 - Volunteered as girls basketball coach at Foothill High School
 - Coached girls basketball at OCCS for last several years



Isaiah 40:31—

*“...but those who hope in the Lord
will renew their strength.
They will soar on wings like eagles;
they will run and not grow weary,
they will walk and not be faint.”*



Orange ~~Orange~~ County Christian School
6-12th Grade Handbook
2014-2015

(714) 821-6227 www.occs.org

(Revised for 2014-15 term—Mrs. Findley)

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Welcome

Dear Parents & Students,

Welcome to ORANGE COUNTY CHRISTIAN SCHOOL! We look forward to working together with you to accomplish the very best education possible for our young men and women, in a wholesome Christian environment.

Thank you for reading carefully with your student the information presented in this handbook. ***BY CHOOSING TO ENROLL YOUR STUDENT IN OUR SCHOOL, YOU ARE AGREEING TO ABIDE BY ALL THE RULES AND REGULATIONS (INCLUDING REASONABLE INFERENCES) OUTLINED IN THIS HANDBOOK.*** An understanding of the procedures and policies outlined will help avoid any misunderstandings and ensure smooth functioning between home and school. Cooperation is of the utmost importance as we work together to help students know daily fulfillment and to prepare them for a productive future with eternal goals.

Communication is the cornerstone for a successful home-school relationship. Please call concerning any questions you may have regarding your student. The OCCS faculty and staff are dedicated to Christian service, and we are always happy to assist you in striving to see that your student has a productive school experience in all ways possible.

Thank you for choosing to share your school experiences with us.

Orange County Christian School Mission Statement

The mission of Orange County Christian School, in partnership with the family, is to encourage the development of each individual student, spiritually, intellectually, academically, physically, and socially, through an educational program that promotes excellence and places Christ at the center of all things

OCCS Graduation Goals

OCCS expectations for its students upon graduation are:

- Students will know God's Truth and be able to demonstrate spiritual knowledge through a variety of assessments, service projects, and opportunities for giving. They will be able to incorporate a Christian worldview in real-life situations in the community with Christians who hold differing views, and with non-Christians.
- Students will exhibit academic growth by demonstrating the ability to access information, take and organize notes, apply basic skills in writing, reading, mathematics, and utilize technology. Each student will be valued as an individual

learner, and rise to his or her own potential as a student in order to pursue options after high school.

- Students will be conscientious citizens who show respect for individual and cultural diversity, who know the value of faithfully fulfilling responsibilities, and who can work independently and cooperatively.
- Students will maximize their physical health for the purpose of successfully serving God and mankind. They will develop physical skills according to their abilities, and maintain a healthy lifestyle.

Statement of Philosophy

Orange County Christian School

*“Train up a child in the way he should go; and when he is old,
he will not depart from it.”*

Proverbs 22:6

- We believe that there is one God and that He is the source of all love, knowledge, and truth.
- We believe that Jesus is the Christ, the only begotten Son of God.
- We believe the Bible is the inspired, inerrant work of God, and it is the source of knowledge by which we can find God’s purpose, meaning and direction for our lives.
- We believe all men sin and fall short of the glory of God.
- We believe we are saved by the grace of God, through faith; that faith is more than conscious assent and is expressed through obedient acceptance of God’s Word.
- We believe it is every Christian’s responsibility to serve God to the fullest extent of his “talents” and to tell others that Jesus was born, was crucified, rose on the third day, and that through His resurrection we might also have eternal life.

Statement of Objectives:

As is stated in our Mission Statement, our aim is to develop children academically, spiritually, physically and socially. This is accomplished in part by the following specific objectives:

- Teach the Bible simply, accurately and completely.
- Promote a personal relationship with God, Jesus the Christ, and the Holy Spirit.

- Promote academic excellence to the highest degree possible for each student.
- Teach high moral and personal standards.
- Teach self-discipline.
- Promote the Christian attitude of love, concern, and respect for others.
- Promote good sportsmanship.
- Instill in our students patriotism and loyalty.
- Develop good citizenship.
- Encourage good study habits.
- Develop respect for authority.

Section One:

General Information

“The end of all things is near. Therefore be clear minded and self-controlled, so that you can pray. Above all, love each other deeply, because love covers a multitude of sins.”

I Peter 4:7-8

A. Accreditation and Affiliation

There is no official accrediting agency for the State of California. Orange County Christian School is currently in the process of going through Western Association of Schools and Colleges (WASC) accreditation this September! Orange County Christian School (**OCCS**) meets and/or exceeds all requirements of the California State Department of Education.

OCCS is a charter member in good standing of the Association of Christian Schools International (ACSI).

Orange County Christian School high school graduates have historically been accepted into well-respected colleges and universities, including public universities. However, the UC system will only accept WASC accredited transcripts, which will also soon be an option for our graduates.

Orange County Christian School is a tax-exempt, non-profit, independent Christian School. Individual members of the churches of Christ largely support OCCS.

B. Non-Discriminatory Policy

Orange County Christian School admits students of any race, color, national or ethnic origin to all the rights privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship programs, athletic, dramatic, or other school administered programs.

C. Admissions Policy

In order to be admitted at grade level *without condition*, an applicant must:

- Be interviewed by the Administration
- Undergo placement testing in mathematics and English/language if needed for correct placement
- Have satisfactory citizenship grades
- Have a GPA of at least C- (2.0)
- Students whose GPA is below 2.0 will be required to enroll in the after school enrichment class on a quarter by quarter basis, until a 2.0 GPA is attained

Failure to meet the above admission criteria may lead to an applicant either being denied admission, or being admitted on a conditional basis, to be determined by the Principal and Administrative staff.

D. School Personnel

Orange County Christian School is governed by an independent Board of Directors, consisting of Christians from various congregations of the churches of Christ.

The Board has selected Mr. David Lewis as Administrator to oversee the programs on the three Pioneer Christian Schools, Inc. campuses of which OCCS is the main one. He is also the co-ordinator for our Middle and High School Bible classes. He chairs our Administrative Committee.

Mrs. Coni Phillips is the Operations Manager for the school, overseeing the school office and records, scheduling, and events that take place at OCCS, among other things. She is a member of our Administrative Committee, as well.

Mr. Mike Phillips oversees the financial business connected with our families and enrollment, and is our IT manager for all three campuses. He is a member of the Administrative Committee.

The Board of Directors also selects the Principal, Mrs. Elaine Findley, who is responsible for the academic operation of the school, and serves on the Administrative Committee.

Classroom teachers are selected by the Principal and approved by the Board of Directors. We look for not only outstanding ability, but a Christ-like spirit in our staff.

The Board of Directors approves the selection of all OCCS staff on the basis of spiritual commitment, practical experience, ability, dedication, education and compatibility. Office staff and other support personnel are likewise selected on the basis of their ability and spirituality.

Together, the many individuals that make up the Board, faculty, and staff of OCCS combine their talents and concerns to compose a team with a common purpose: The training of young lives for the future and for eternity.

E. Tuition and Fees

There is an annual registration fee for each student. If a student is disenrolled before July 1st, 100% of the registration fees will be refunded. If a student is disenrolled between July 1st and August 31st, 50% of the registration fees will be refunded. After September 1st, no registration refunds will be given.

For the convenience of our parents, tuition may be paid in ten equal installments. With the ten-payment plan, tuition is due on the first of each month, beginning in September and ending in June of each school year. Any other arrangements must be made on an individual basis through the Business Office.

Tuition Payments not received within 5 days of the due date may be subject to a late charge of \$25.00. Students may not compete in any interscholastic competitions or extracurricular activities as long as their financial account with the school is delinquent. If the account is 30+ days in arrears, the student will be suspended from school. Waivers may be granted if satisfactory arrangements have been made with the Administrator and the Business Manager, and, if necessary, approved by the Board to bring the account up to date.

Students will not be allowed to participate in the graduation activities or ceremonies if tuition and fees are not fully paid by the end of the first full week in June. Diplomas and report cards will be withheld until all accounts have been paid in full. Any school district or private school to which the pupil has transferred shall likewise withhold grades, diploma of the pupil until such time as it receives notice from OCCS that the compensation has been received.

F. Donations and Fundraising

Registration fees and tuition cover an estimated 70% of the funds required to pay for your student's education at OCCS. **California government reports in the summer of 2003**

indicated that the State of California spends over \$7,000 per student per year to educate its students. Current amounts are undoubtedly much higher than this figure. In order to maintain competitive tuition rates, the balance of our income must come from school fundraising efforts and donations. Your financial gifts to the school are necessary in order for OCCS to continue its high quality of education. All gifts are gratefully received and wisely used. Donations of cash, materials and property are all deductible for income tax purposes.

OCCS schedules fundraising activities throughout the school year. Regular fundraisers include candy and gift sales, etc. Student participation and parental support in these events is mandatory. Parents may choose to make a donation to the school equal to the anticipated amount students would earn from a fundraising activity, rather than directly participate in the fundraiser.

G. Library and Computer Lab

OCCS has a small library that is available for the students to aid in research and recreational reading. Students may check out books for a two-week period. Prior to being due, a book may be checked out for one additional two-week period. Failure to return a book on time will result in a charge on the family's account of \$.50 per day, up to the replacement value of the book, as well as a possible suspension of library privileges. Resource books such as dictionaries and encyclopedias may not be checked out.

The OCCS computer lab may be used by 6th through 12th grade students who have signed the required computer usage agreement at any time the school office is open.

The computer lab is **not** to be used for entertainment or for social networking. It is available for class-related research or assignment word-processing only. Students may lose their computer lab privileges if they violate the computer lab rules stated in the OCCS application packet.

Section Two:

Academic Information

“He who gets wisdom loves his own soul; he who cherishes understanding prospers.”

Proverbs 19:8

“Pay attention and listen to the sayings of the wise; apply your heart to what I teach, for it is pleasing when you keep them in your heart and have all of them ready on your lips. So that your trust may be in the Lord, I teach you today, even you.”

Proverbs 17-19

A. Academic Standards

As a Christian School, we believe that we are obligated to strive for excellence in all that we do. (Col. 3:23—“*Whatever you do work at it with all your heart, as working for the Lord, not for men.*”) Academically, this means providing each student with the best possible opportunity to learn. In an effort to do this, we:

- Maintain small class sizes.
- Employ the most qualified teachers available.
- Use the best textbooks available.
- Require students to work hard.
- Group students by ability, in math and reading.

To be considered at high school grade levels, students must have the following minimum number of credits earned at the conclusion of each semester:

Freshman Status	0-59 credits earned
Sophomore Status	60-119 credits earned
Junior Status	120-179 credits earned
Senior Status	180 credits or more

The required list of classes must be passed in order to graduate, regardless of the number of credits a student may have accumulated.

B. Curriculum

1. Orange County Christian School provides an instructional curriculum that will develop the total person: mentally, spiritually, physically, and socially. We use Christian materials and a choice selection of other “neutral” secular resource materials to this end.
2. Mentally, the curriculum focuses on “the basics” of education. Instruction in Biblical knowledge, reading, writing, and mathematics are emphasized. It is our belief that a student equipped with these basics and the ability to think will be properly prepared to meet the challenges of higher education.
3. Spiritually, the curriculum strives to instill spiritual values of being like Christ. Students learn to make decisions and set priorities from the Christian perspective.
4. Socially, Christian principles serve as the foundation from which proper social behavior is judged.
5. Physically, the curriculum offers physical education classes in an environment structured to allow interaction in a safe and supervised setting.
6. Our course of study is designed to meet or exceed the requirements that the state has determined for the public school.
7. **Students whose GPA falls below 2.0 (excluding PE and TA grades) each quarter, are required to enroll in the after school enrichment class in order to improve their performance, at the parents’ expense.**

C. Home Education/Assignment Policy

Helping your student develop the proper attitude toward home education and instilling good home study habits are important in helping the student do well in school. Working at home reinforces what was learned in the class, and thus assignments should be taken very seriously. Failure to complete assignments reduces the learning experience and affects grades.

The home has the responsibility to assist the student with work, by providing a time and a place with an atmosphere that encourages concentration upon the work to be done. Distracting noises should be eliminated as much as possible. Parents should not do the work for the student, but they should give proper supervision to the required study. Television, radio, CD's, social networking, etc. should not be on where the homework is being done.

Homework guidelines are as follows:

1. At least one hour each day (for 6th-8th grade students) to two hours each day (for 9th through 12th grade students) should be planned for home education study and review. Some assignments will require longer hours for research and class participation.
2. All written work must have an appropriate heading, including full name, date, class, and assignment, with the page number. It must be legible and on standard white, ruled notebook paper, or done on a word processor, using double spacing, 12 font, Times New Roman or Tahoma, and standard margins. (See examples for standard, daily work heading and term paper/report cover sheet.)
All documents created on a computer in the lab must be saved to a USB drive or emailed to a student's home account. All documents must be deleted from the computer before you leave the lab
3. It is the policy that all homework is to be turned in on the due date, and credit not be given for work that is late. It is the responsibility of the student to be aware of all deadlines for turning in work and to successfully meet them.
4. There is after school help available to students in grades 6 through 12. See any teacher to schedule time in any class in which the student may have difficulty. There is no charge for the half-hour after school tutorials/study groups.
5. This year there is a fee-based help class after school as well. Please see the office for details. This becomes mandatory if grades drop below 2.0 in a quarter!

D. Progress Reports & Report Cards

1. During each quarter, a progress report is made at the end of approximately 3 weeks. Progress reports can be accessed via internet. Parents who do not have access, may call the office and request a print-out. A report card will be posted online at the end of each quarter. Parents may ask the office to mail home a copy if needed.
2. It is the responsibility of the parent to call for a conference if needed after each reporting period, in order to inquire into steps that may be taken to correct any deficiency. If teachers feel the need for a conference, they will make a note to this effect on the progress report, or call the parent directly. Again, grades below 2.0 (excluding PE and TA grades) will require enrollment at the parent's expense in the after school enrichment class.

E. Grading System:

The grading system used is as follows:

95-100%	A = 4.0	90-94%	A- = 3.7
87-89%	B+ = 3.3	83-86%	B = 3.0
80-82%	B- = 2.7	77-79%	C+ = 2.3
73-76%	C = 2.0	70-72%	C- = 1.7
67-69%	D+ = 1.3	63-66%	D = 1.0
60-62%	D- = 0.7	<59%	F = 0.0

F. Honor Roll & Other Awards:

A list of students who have achieved academic excellence is published at the end of each semester. The academic distinctions are listed as follows:

4.0	Principal's Honor Roll
3.5 & above	Honor Roll
3.75-3.99	Presidential Gold
Based on GPA and/or dramatic improvement	Presidential Silver
Other	Teachers have awards for their areas

***Perfect Attendance is based on the entire school year, not by semester.**

G. High School Graduation Requirements:

Class	Minimum Graduation Requirements (credits)	College Prep. Graduation Requirements (credits)
Bible	40 credits*	40 Credits*
English	40	40
U. S. History	10	10
World History	10	10
American Government	5	5
Economics	5	5
Geography	5	5
Mathematics	20 (including Algebra 1)	30 (including Algebra 1, Intermediate Algebra and Geometry)
Chemistry		10 (one year with lab)
Biological Science	10 (one year with lab)	10 (one year with lab)
Physical Science	10	10
Foreign Language	10 or 10 credits in fine art	20
Fine Art	10 or 10 credits in foreign language	10
Physical Education	20	20
Health	Included in PE	Included in PE
Computer Skills	5	5
Senior Living Skills	5	5
Electives	25	25
Min. Grad. Req.	220	260

*Transfer student's Bible requirements will be adjusted based on the year they enroll at OCCS.

- ❑ Any credits earned at another institution outside OCCS will be evaluated by the Administration to ascertain if they are applicable towards graduation credits for OCCS.
- ❑ Candidates for Valedictorian or Salutatorian must have a minimum GPA of 3.5, and no unsatisfactory Citizenship marks to be eligible for these positions of honor.
- ❑ All students who enter OCCS are expected to complete the college preparatory requirements, and will be given classes towards fulfilling that goal. Parents who have compelling reasons to petition the Principal in order to allow their student to graduate with only the minimum graduation requirements for the State of California and OCCS must make an appointment for a conference with the Principal to make that request. Only the Administrative Committee has the authority to make the final decision in this matter, on behalf of a student.
- ❑ Students wishing to graduate early will need to complete the following steps:
 1. Request an Early Graduation form
 2. Submit the form to the Principal for review
 3. Principal's recommendation will be given to the Administration Committee for approval
- ❑ All credits earned outside of Orange County Christian School will be evaluated by the administration. Actual number of credits that will be accepted by Orange County Christian School will be determined by the Principal and Administrative Committee.

H. Community Service Hours Required:

Ten hours of community service per semester are required for 6-10th grade students. For 11th and 12th grade, the number of required hours is 15 per semester. Community service hours will be tracked in the form of a class that will be listed on the student's report card. The purpose of required service is not to add extra work to already busy schedules, but to expose OCCS students to serving others. Christ has called each of us to serve others and to show the fruits of our faith through ministering to others. If the student fails to complete the required community service hours, they will be placed on behavioral probation, and may not be allowed to register the following year until hours are completed, or arrangements made with the head of the Bible department. These service hours must be pre-approved by the Bible teaching staff. Students are responsible for completing the service hours form and turning it in to the Bible class teachers before the end of each semester.

I. Grade Transcripts:

The transcript is the official high school academic legal document that indicates credits earned in school and is the tool to transfer such credit to another institution. It contains the student's cumulative GPA and is the document that states the school attended, classes taken, and provides the date when a high school degree is awarded.

J. Appointments with teachers:

We encourage parents to discuss with the teacher any questions or problems concerning their students. We ask, however, that an appointment be made in advance if you would like a conference. In addition to their teaching responsibilities, teachers have extra-curricular duties which require their time. We therefore ask that parents be considerate

of the teacher's full schedules, and arrange for an appointment in advance. We normally have meetings with all the teachers, for over-all performance of your student. Otherwise, you may always arrange to speak to any particular teacher(s) when your student is struggling in one or two areas of study. We also ask that parents respect the home life of teachers by not calling them at home. They will return parent's calls at their first opportunity during the school day, or after school. We encourage the use of email to communicate between teachers and parents whenever possible.

K. Extra-Curricular Activities

Students who are not on Academic or Behavioral Probation are encouraged to participate in extra-curricular activities. If a student is on Probation, a waiver, based upon recommendations(s) from a student's teacher(s) may be granted for limited/probationary participation if satisfactory improvement is noted.

L. Academic Probation

Students failing to make satisfactory progress (indicated by an overall grade point average less than 2.0) will be placed on Academic Probation. While on Academic Probation the student will have the opportunity to improve his/her grades and be removed from Probation. Failure to raise the grade point average satisfactorily by the end of the period of probation may result in the student being:

- Required to satisfactorily complete summer school or an appropriate equivalent program (all "F" grades are required to be made up) as a condition for continued enrollment at OCCS, or,
- Retained in a class, or,
- Dismissed from the school.
- Enrollment in the after school fee-based enrichment class will be mandatory on a quarter by quarter basis during the school year, or upon re-enrollment.

The Principal and the teachers evaluate probations quarterly. The GPA for evaluation is based on all courses except for Physical Education and Teacher's Assistant grades. If a student is placed on academic probation, the probationary period will be for nine weeks, or 1 quarter. If the evaluators feel the student is putting forth the best effort possible, the Principal and teachers will work with the student and parents to develop a program to assist the student in raising overall academic performance.

M. Incomplete Work:

An instructor can only award an incomplete grade when a student is unable to complete course work due to illness, authorized travel, or other pre-approved family commitments. The student then has the following semester to complete all course work and receive a grade. It is the responsibility of the student and instructor to see that the missing work is turned in and graded. The office will send a letter of notice to the instructor and student. The school office will award a grade of "F" if no action is taken by the student or instructor to replace the incomplete grade.

Students must make arrangements with their teachers to complete all assignments and tests missed during excused absences. A student has two days to make up work and

take tests for each day of excused absence or as the teacher directs. Students are not to turn in all work missed over several days at one time, but must turn in each day's work two days after an absence. The responsibility for keeping track of missed work falls on the student. A student's absence to avoid a test or other graded assignment is not acceptable and the teacher has the option to give the student a "0" for the task. Opportunities will not be given to make up work or take tests missed due to a student's unexcused absence, truancy, or suspension. If a student misses the day before or of a test, he may be required to take the test on the day of his return, if no new material was covered.

All "F" grades MUST be made up in summer school or by successful completion of an accredited correspondence course, or must be retaken the following year.

N. Grade Disputes:

When a disagreement regarding an earned course grade occurs between a student, parent, teacher or administrator, the resolution of the difficulty will be processed using the following procedure. These steps follow the principles contained in Matthew 18.

- 1) **Conference with student and teacher.** The student provides the teacher with the evidence or proof that an error or omission exists in the grades, homework requirements, or schedule of instruction for the course. If an error has been correctly identified the teacher is obligated to make the change and issue a new grade status report for the student.
- 2) **Conference with student, parent and teacher.** If the initial meeting with the teacher leaves the dispute unresolved then a meeting will be scheduled with the teacher, parent, and student.
- 3) **Conference with parent, teacher, and principal.** If the grade dispute continues to remain unresolved then a meeting with the principal will be scheduled at the earliest possible time. The parent and the teacher will provide documentation and evidence to support the recorded grade.

Section Three:

Assertive Discipline Plan

“All things are lawful, but not all things are profitable. All things are lawful, but not all things edify. Let no one seek his own good, but that of his neighbor.”
I Corinthians 10:23-25

A. Expectations for Students:

Students are expected to display a positive attitude, one of showing respect and concern for teachers and their fellow students. This positive attitude will be typified by the following:

- ❑ Arrival to class on time with completed homework, and being prepared for class.
- ❑ Attentive in class, contributing to an atmosphere that promotes learning and mastery of ideas, concepts, or facts being presented by the teacher and/or being discussed by the students.
- ❑ Display of courtesy and good judgment in all actions toward teachers and fellow students both in and outside the classroom, and while participating in school activities or outings.

B. Disrespect, Argumentation, or Defiant Behavior:

Students who show disrespect, are argumentative, or show defiant behavior towards a staff member will incur the following penalties:

- ❑ CONSEQUENCES:
 - Detention, and possible removal from class for the remainder of the period.
 - Possible referral to meet with Principal.
 - Possible suspension if the problem is not corrected satisfactorily.
 - Additional detentions may be assigned by the Principal in extreme cases.

C. Truancy/Ditching:

- ❑ A student's absence without the knowledge and consent of parents/guardians and/or school staff is not acceptable behavior.
- ❑ It presents an issue of liability for both parents and school.
- ❑ CONSEQUENCES:
 - First offense: Notify parents, and assign 2 detentions.
 - Second offense: Notify parents, assign one-day suspension.
 - Third offense: Notify parents, indefinite suspension and recommendation for expulsion.

D. Drugs and Alcohol:

- ❑ OCCS supports a zero tolerance policy with regard to the use, distribution, or possession of controlled substances and/or alcohol. The use of a controlled substance is totally alien to the Christian lifestyle. Thus a controlled substance or alcohol offense will be dealt with quickly and severely.
- ❑ The school reserves the right to require, without parent permission, that any student submit to drug testing if the school administration determines, in its sole discretion, that there is indication that drug testing is appropriate to determine whether a student has used drugs. Testing for drug use may be done by the parent taking the student to a school approved laboratory and the results provided to the school, or by the school arranging for administration of the drug test(s). If the school arranges for testing, the results will be provided to the parent. In either case, the cost of testing will be the obligation of the parent.
- ❑ If alcohol, drug paraphernalia, or a controlled substance is suspected, the parents/guardians and the Anaheim Police Department will be notified immediately to investigate and bring resolution of the suspected incident.

❑ CONSEQUENCES:

- Notify parents, removal of student from campus for an indefinite suspension and recommendation for expulsion.
- Suspension from campus will continue until the Principal and School Board Committee resolve the matter.

E. Pornography and Obscene Materials:

- ❑ OCCS has a zero tolerance policy with regard to use, possession, or distribution of pornographic or obscene material, including but not limited to CD's, DVD's and games that contain obscene or profane lyrics or images on their covers.
- ❑ Any CD, DVD or game that displays a parental warning message will be considered to be obscene or profane.
- ❑ Being in possession of, being seen distributing, or being seen receiving such materials is not allowed.
- ❑ CONSEQUENCES:
 - Detention given.
 - Meeting with the Principal.
 - Parents may be notified.
 - Possible suspension in extreme cases.

F. Weapons:

- ❑ OCCS supports a zero tolerance policy with regard to the use, distribution, or possession of weapons on campus. Weapons include but are not limited to guns, knives, pepper spray, mace, or materials considered to be dangerous to the health and safety of the school community.
- ❑ The student and weapons will be turned over to the Anaheim Police Department for disposition of the situation, for determination of criminal intent.
- ❑ No lighters or matches are allowed on campus.
- ❑ CONSEQUENCES:
 - Detention given in some cases.
 - Notify parents, immediate removal of student from campus for an indefinite suspension and recommendation for expulsion for extreme or dangerous cases.
 - Suspension of student will continue until the matter is resolved by the Principal and School Board Committee.

G. Destruction of or threat of Destruction of School/personal Property, or Bodily Injury:

- ❑ Defined as serious acts of willful alteration, damage, or destruction of school property, personal property, or bodily injury.
- ❑ The destruction of or threat to destroy school, personal property or bodily injury is considered a very serious matter. There is no justification for or acceptable excuse for such actions. All actions will be evaluated and the student(s) responsible will be required to make full restitution for all damages or threats of damage or injury. As deemed necessary, the school principal will turn all information over to the Anaheim Police Department for final disposition and for determination of possible criminal intent.

❑ CONSEQUENCES:

- Detention may be given in minor cases.
- Notification of parents, immediate removal of student from campus for an indefinite suspension. All Information will be turned over to the Anaheim Police for investigation. Recommendation for expulsion will follow investigations completed by the law enforcement agency. The student will remain off campus until the investigation report is completed.

H. Hazing:

Hazing is to bully or force a fellow student to do unnecessary or ridiculous tasks. Hazing in all forms is prohibited. Severe forms of hazing may be treated as “fighting” and/or “physical harassment.”

❑ CONSEQUENCES:

- First Offense: One detention
- Second Offense: Two detentions
- Third Offense: One day suspension
- Fourth Offense: Indefinite suspension and possible recommendation for expulsion.

I. Fighting or Physical Harassment:

- ❑ Fighting includes altercations among students as well as physical, verbal, or written harassment or threat of injury of another student or staff member.
- ❑ Fighting among students, harassment, or the act of threatening of fellow students is considered a serious matter. There is no justification for physical contact or harassment as a means to settle differences.
- ❑ CONSEQUENCES:
 - First Offense: One detention
 - Second Offense: Two detentions or possible suspension
 - Third Offense: Indefinite suspension and recommendation for expulsion

J. Theft of School or Personal Property:

- ❑ The act of stealing school or personal property is unacceptable. Such actions may be turned over to the Anaheim Police Department for resolution.
- ❑ CONSEQUENCES:
 - First Offense: Two detentions and/or possible suspension
 - Second Offense: Indefinite suspension and recommendation for expulsion

K. Vandalism:

- ❑ The act of defacing school or personal property.

- ❑ Such actions require labor to repair the damage and school funds to correct the problems caused by the actions.
- ❑ The student is required to pay for the repair and labor expense to restore the property to its original condition.
- ❑ Such actions are not tolerated and demonstrate a lack of respect for the property of others. The matter may be turned over to the Anaheim Police Department for investigation.
- ❑ CONSEQUENCE:
 - First Offense: Two detentions and payment for restoration of the damaged property.
 - Second Offense: Indefinite suspension, recommendation for expulsion and payment for restoration of the damaged property.

L. Gang Activity:

Students are prohibited from participating in gang related activities. Activities may include but are not limited to:

- ❑ Wearing gang related apparel such as hair nets, altered caps, gang insignia or other gang markings, bandanas which signify gang membership, jewelry with gang symbols, clothing that is not on the approved uniform list.
- ❑ Marking of gang graffiti on school property, books, or personal belongings such as lockers, notebooks, etc.
- ❑ CONSEQUENCES:
 - First Offense: One-day suspension and a requirement to participate in counseling regarding gang membership.
 - Second Offense: Indefinite suspension and recommendation for expulsion.

M. Obscene Acts or Profanity:

- ❑ Students are not to display or communicate in any way obscene acts or gestures, use profanity or vulgarity or derogatory remarks including racial slurs toward their fellow students, staff, faculty, administration or other individuals associated with the school or church community. Serious forms of obscene acts or profanity may result in additional consequences.
- ❑ CONSEQUENCES:
 - First Offense: One detention
 - Second Offense: Two detentions
 - Third Offense: Indefinite suspension.

N. Smoking:

No tobacco related products are allowed on any school grounds or at school functions.

- ❑ Consequences:
 - First Offense: One day suspension and possible referral to Anaheim Police Department.
 - Second Offense: Indefinite suspension and recommendation for expulsion.

O. Sexual Harassment:

- ❑ Definition: Unwelcome or perceived unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- ❑ Actions that constitute sexual harassment of students by students and of school employees by students will not be tolerated.
- ❑ CONSEQUENCES:
 - First Offense: one day suspension, and investigation by designated administration personnel.
 - Second Offense: Indefinite suspension and recommendation for expulsion.

P. Invasion of Personal Property:

- ❑ Invasion of personal property such as lockers, book bags, wallets, purses, or clothing in storage in lockers or unattended on campus is a serious violation of personal rights and privacy.
- ❑ CONSEQUENCES:
 - First Offense: Two detentions.
 - Second Offense: One day suspension
 - Third Offense: Indefinite suspension and recommendation for expulsion.

Q. Notes or Phone Calls for Absences:

- ❑ Students are not to forge notes or make misrepresented phone calls. Such actions represent the intention to deceive and are a calculated, planned action to gain an advantage.
- ❑ CONSEQUENCES:
 - First Offense: Parent notified and one detention assigned.
 - Second Offense: One-day suspension.
 - Third Offense: Indefinite suspension and recommendation for expulsion.

R. Cheating or Plagiarism:

- ❑ Students must not cheat on schoolwork. Examples of cheating include: looking at another student's work, copying homework or other assignments, using a cheat sheet with answers while taking an exam or quiz, obtaining an advance copy of tests or quizzes, talking during an exam or quiz, or providing answers to an exam or quiz to another student who has not yet taken the exam or quiz.
- ❑ The stealing of course material is theft of school property and will be treated as such.
- ❑ Plagiarism is defined as the direct copying of the work of another, whether it is that of a fellow student or from a published work such as an internet web site, encyclopedia, textbook, magazine, newspaper, etc.
- ❑ CONSEQUENCES:
 - Teacher will give a "0" on the assignment, research paper, test or report, and will email the principal who will contact the parent. A written explanation of the incident may be filed in the student's academic file. Detention may be given.

- Subsequent Offenses: Same consequences as a first offense, with additional detentions or possible suspension given.

S. Music or Games on Electronic Devices:

- ❑ Students may **not** use electronic or cellular devices, etc. between 8:30am and 3:30pm, except for break or lunch periods. ***This includes games or music on cell phones!*** All music played before or after these times must be suitable for a Christian environment. **The school is not responsible for lost or damaged items brought to school.**
- ❑ CONSEQUENCES:
 - For each offense: Confiscation and return of the electronic device to the parent or guardian and one detention assigned. ***This includes a cell phone.***

T. Bicycles, Skateboards, Roller blades, and Scooters:

- ❑ These devices must be walked onto the grounds and chained or stored in the proper area.
- ❑ CONSEQUENCES:
 - For each offense: Confiscation and return of the item only to the parents or guardians and one detention assigned.

U. Food, Gum, Beverages:

- ❑ Gum is never permitted on campus or on school outings.
- ❑ No food or beverages except for bottled water are to be brought into classrooms.
- ❑ All food and beverages must be consumed at the assigned eating areas only.
- ❑ CONSEQUENCES:
 - For each offense: one detention.

V. Physical Display of Affection:

- ❑ Physical displays of affection are not permitted on campus or at school activities. Such displays are counter-productive to the school atmosphere and will not be permitted.
- ❑ CONSEQUENCES:
 - For each offense: Two detentions.

W. Cellular Phones:

- ❑ Students are allowed to have cellular phones on campus, but must use them appropriately.
- ❑ Students may NOT use cell phones as music players between 8:00 am and 3:30 pm.
- ❑ Electronic equipment, including cell phones, will be kept stored during class periods and turned off. Such devices are considered disruptive and interfere with classroom instructions and the instructional environment. Failure to follow these rules will result in the following:
- ❑ CONSEQUENCES:

- For each offense: equipment may be confiscated and returned only to parent or guardian, and one detention assigned.

X. Litter:

- ❑ Students are to dispose of all litter in proper receptacles. Litter discarded by a student in the lunch area, on playgrounds, fields, school hallways or classrooms, etc. will not be permitted.
- ❑ CONSEQUENCES:
 - For each offense: One detention.

Y. Dress Code

OCCS has a formal uniform and dress code policy. Our uniform supplier is *Land's End* and a catalog is included with registration materials. Our preferred school number to be used when ordering from the Land's End catalog is **PS 9000-5477-6**. Students may purchase articles of clothing from another supplier if they are identical to those in the catalog and follow our Uniform Guidelines form.

- ❑ Appropriateness of a student's appearance and attire is at the discretion of OCCS.
- ❑ Students who do not abide by the Uniform Guidelines will be subject to the following disciplinary actions:
- ❑ CONSEQUENCES:
 - Detention given for each offense.
 - Students may also be sent home for extreme or repeated violations.

Y.1 Uniform Guidelines

Land's End catalogs are available in the front office or online at www.landsend.com/school
All uniform and grooming standards are determined at OCCS's discretion

Young Men 6-12th Grades

1. White cotton dress shirt, long or short-sleeved.
2. Polo shirts (Turtleneck tops or long sleeved shirts of a solid color only may be worn under polo shirts on colder days): shirts must be long enough to remain tucked in at all times. **Shirts must be tucked in at all times, even at break and lunch.**
3. Twill pants or walking shorts, worn at the natural waistline.
4. Socks: any color; must be worn & visible at all times.
5. Shoes: closed-toed shoes or tennis shoes only.
6. Belts: must be worn at all times.
7. Jackets & Sweaters of a solid color with no logos, writing, or designs.

Young Ladies 6-12th Grades

1. White cotton button down blouse, long or short-sleeved, long enough to stay tucked in.
2. Polo shirts (turtleneck tops or long sleeved shirts of a solid color only may be worn under polo shirts on colder days.) long enough to stay tucked in at all times.

3. Twill pants, walking shorts and skirts of modest length, and modest fit. No “stretch” pants that are very tight will be acceptable.
4. Socks: any color or nylons; must be worn & visible at all times.
5. Shoes: closed-toed shoes or tennis shoes only.
6. Belts: must be worn with all clothing requiring a belt.
7. Jackets & Sweaters of a solid color with no logos, writing, or designs.
8. “Skorts” are not allowed.

PE Dress:

1. Navy or black shorts, at or near the knee.
2. Gray t-shirt, loose for ease of movement, and long enough to be modest during exercise and play.
3. Tennis shoes and sweat socks.
4. Navy blue or black standard sweat pants and sweat shirts may be worn in cold weather, but not “dance” or stretch clothing is allowed.

Y.2 Uniform Standards:

- ☐ Shirts and blouses must be tucked in.
- ☐ Wallet chains, belts and jewelry with studs, and large chains are not to be worn.
- ☐ No baggy, oversized or unauthorized clothing will be permitted.
- ☐ Clothing must fit properly and belts must be worn at proper waist line, not below the hips.
- ☐ Young ladies skirts should be knee length.
- ☐ Immodestly tight or revealing clothing is not permitted.
- ☐ Consequences:
 - See **Y. Dress Code** section for clothing violation consequences.

Y.3 Grooming Standards:

- ☐ Young ladies may not have pierced body parts other than earlobes.
- ☐ Young men may have no pierced body parts.
- ☐ No visible tattoos are permitted.
- ☐ No hairspray is allowed on campus.
- ☐ Moderate make up (for young ladies only) that is appropriate for school may be worn. No black lipstick or nail polish is allowed.
- ☐ Matches or lighters (for melting eye liner sticks, or any other purpose,) are not allowed.
- ☐ Hair clean and neatly styled/combed. Unconventional or extreme hairstyles or colors are not permitted, as they are intended to call attention and are considered disruptive and contrary to the values of the school.
- ☐ Hair for all students must be a natural-looking color.
- ☐ Sideburns for young men must not extend below the bottom of the earlobes.
- ☐ All young men must be clean-shaven. No facial hair is permitted.
- ☐ Consequences:
 - Detention assigned for each offense.

Z. Student Vehicles, Traffic and Parking Regulations:

- ☐ Student parking is on the south wall of the parking lot only.

- ❑ The school assumes no responsibility for any theft or vandalism that may occur. Students assume risk for the parking of cars in the school parking area.
- ❑ If a student is observed vandalizing a car or personal property in the school parking area, he/she will be dealt with according to the provisions of our vandalism policy.
- ❑ **For liability and safety reasons, students are not allowed to enter another student's car and drive around or off campus without the written permission of parents or both students being over the age of 18.**
- ❑ All cars must have current registration.
- ❑ All vehicles must be operated at 5 MPH in the school parking lot.
- ❑ No student is allowed in the parking area during school hours.
- ❑ Seniors with parental consent forms may have off-campus lunch privileges, which will be cancelled if misused, according to the provisions in the parental consent letter required to receive such privileges.
- ❑ **CONSEQUENCES:**
 - First offense: One detention and possible loss of privilege.
 - Second offense: Two detentions and possible loss of privilege.
 - Third offense: Indefinite suspension.

AA. Behavior Standards:

- ❑ Students are expected to behave in ways that reflect the teachings of Christ while on campus. The Golden Rule is our index of what is acceptable. To this end, the following is not acceptable:
- ❑ Profanity is unacceptable.
- ❑ "Put-downs" that are cruel. These are not considered humor on our campus.
- ❑ Physical "horse-play" is cause for many accidents, and is therefore not acceptable. Pushing, shoving, hitting, tripping, are all part of this category.
- ❑ Gossip is unacceptable.
- ❑ Christ is a great champion of equality of treatment, and therefore we must be, also.
- ❑ Rudeness and ill manners are not acceptable.
- ❑ Lack of good sportsmanship is not acceptable.
- ❑ **CONSEQUENCES:**
 - Detention assigned for each offense.
 - Extreme cases may result in suspension.

BB. Conflict Resolution:

Students will be asked to use Matthew 18:15-20 in dealing with one another, or with a staff member. Talking over problems is the first step in resolving them. If a problem is unresolved after a student has gone to the one with whom a problem appears to exist, then it would be appropriate for the students involved to meet with the Principal, in order to come to peaceful resolution through discussion and compromise where possible.

CC. Discipline Policy:

The school reserves the right to conduct periodic locker/bag checks as deemed necessary for maintaining the safety and standards of the school.

Discipline may be in the form of a reprimand, detention (not to be equated with study hall), or loss of privileges. Extreme discipline problems may result in suspension or expulsion.

1. Detention

Detention is given at the discretion of the individual teacher or administrator as a means of discipline. The student is given a written Disciplinary Action Notice, which is to be signed by a parent, and returned to school the following day.

2. Procedures for awarding detention:

- Written Detention Notice completed by the teacher or administrator
- Detention Notice sent home for parent or guardian signature
- Detention Notice returned to school to the front office the following day. A student will be permitted to serve a detention without first submitting his or her signed detention notice, but an additional detention will be assigned.
- Student serves a supervised detention after school on Tuesday or Thursday, from 3:30 to 4:30 PM.
- There will be a \$5.00 fee for each detention awarded, added to student's account.
- Failure to successfully serve a detention will result in being assigned another detention in addition to the one missed.
- After six detentions the seventh disciplinary action will be a suspension.

3. Suspension Procedures:

- Written documentation provided by the school administrator or teacher to be placed in the student's file.
- Suspension Notice completed and sent home with student for signature by parent or guardian. Parents will be notified via phone call that a suspension has been earned. A conference between the parents and the Administrator may be required, if deemed necessary.
- Student will serve the suspension and be banned from school activities for the duration of the suspension. Students will be given a grade of zero for all work missed due to a suspension.
- Notice of suspension is given to teachers
- Upon student's return to school the signed suspension notice must be presented to the office.
- Documentation of completed suspension is placed in student's file
- With a suspension, a student is automatically placed on disciplinary probation for 18 weeks. During this time period the student may lose the privilege for participation in all extracurricular activities or trips, subject to the approval of a staff committee.
- Returning from a suspension may require a meeting between the staff, the Administrator, and the parents.
- A second suspension within one school year will be sufficient to warrant being placed on indefinite suspension, a review of the student's file by the School

Board Committee with set conditions for the student's future behavior, not accepting registration for the coming year, and/or possible expulsion during the current year

4. Expulsion Procedures:

Since an expulsion from the school is the final action the school may take to address noncompliance with the rules and regulations, the following procedure will be followed:

- Written documentation provided by the Principal or the Asmnistrator and placed in the student's file
- Signed written documentation obtained from witnesses placed in the student's file
- Preliminary conferences with the student's parents/guardians
- Presentation of student's file to the School Board Committee for review for expulsion
- Final conference with the Principal, Administrator and student's parents/guardians providing decision made regarding future behavior expectations or if expulsion is awarded
- Student behavior contract presented to student and parent/guardians in the event expulsion is not awarded
- Student behavior contract placed in academic file
- Student's books returned, tuition and fees cleared, and final transcript created in the event of expulsion
- Student is expelled from school and may not return to the school under any circumstances without written permission from the School Board, and academic file closed.

Section Four:

School Policies

"You must teach what is in accord with sound doctrine."

Titus 2:1

"But everything should be done in a fitting and orderly way."

I Corinthians 14:40

A. Health Screening and Immunization

As of July 1, 2001, students entering seventh grade must have begun the 3 doses of Hepatitis B vaccine. The office has the exact information in your enrollment packet. Also, 2 doses of MMR and varicella (or proof of the disease from a doctor) are required, and a Tdap (including the Pertussis) is required for entry to 7-12th, as of July 1, 2011. (California Admin. Code, Title 17, Sections 6000-6075.)

If a parent does not want his or her child immunized, a waiver form will need to be signed and kept on file in the office. However, should an outbreak of a particular disease or illness occur in the school, the child may be temporarily excluded from attending school for his or her protection.

Students who attended OCCS last year only need to have their school certificate cards kept current. Immunizations received during the summer, or additional information that should be listed on the health card, should be brought in to the school office during registration.

Any student registering from outside Orange County must provide proof of a current TB test (no older than 18 months). Students may not enter classes until their test has been read, and the doctor or nurse has signed the correct form to return to the school.

B. Attendance Procedures and Reporting:

Your student is required by State law to be present each day of school except in the event of illness or emergency. Upon return to school, students are required to present a written excuse stating the date and reason for absence. This note must be signed by the parent and presented to the office before your student returns to classes. It is always the student's and parent's/guardian's responsibility to clear a student's absences.

- Upon return to school after an absence, the student is to provide a note from the parent/guardian including the following information:
 - Last name and first name of student
 - Dates of the absence
 - Reason for the absence
 - Signature of parent/guardian
 - Contact phone number of parent/guardian
 - Doctor or Dental note signed, if appropriate
- Notes to the school in the form of emails or faxes to the office will be accepted only if the office can verify the note via a telephone number stated on the fax or email the same day.
- All student absences will be recorded as unexcused until a note is submitted to the office.
- Students will not be able to make-up any assignment if a note excusing their absence is not received within 48 hours of returning to school.
- If a student becomes ill during the school day, s/he must report to the school office. Office staff will make arrangements for the student to go home if the illness warrants the student leaving campus. The student's teachers will be notified by the office of the excused absence.

- Should the student need to be released from school during the day for a medical appointment, a note needs to be given to the office in the morning. No student may leave the OCCS campus at any time of the school day during regularly scheduled class hours without first presenting a parent permission or doctor's appointment card and having the parent/guardian sign the student out at the school office.
- Forging, falsifying, or altering school forms or falsifying phone calls to clear absences is not permitted. See Assertive Discipline Plan for consequences.
- All students are required to have an Emergency Release Form on file in the school office. The form lists emergency contact names and provides other useful information in case of emergencies or disasters. Only the persons whose names are listed on the emergency release form are permitted to remove a student from class and campus.
- Absenteeism of fifteen class periods in a single class will result in the loss of all academic credit for that course for that same semester as prescribed in the California Educational Code 49067. Exceptions may be granted for extended illnesses if a doctor's note is submitted and the student is taking adequate steps to keep current with class assignments.
- Being on campus but not in an assigned class is considered truancy. A student who is classified as truant will receive zero credit on all work due that day of class, and disciplinary actions will follow.
- Students who are 18 years of age or older have the legal ability to sign themselves off campus. The school office needs a letter of approval from the parents acknowledging this privilege. It is important that this privilege be handled responsibly.

Frequent absences are detrimental to your student's success in school. Please try to schedule doctor and dental appointments later in the afternoon whenever possible. Be sensitive to the needs for attendance during testing periods, such as SAT-10 or end of quarter finals.

If a student has a communicable disease, we ask that you call the office so that we may alert other parents.

C. Types of Absence

1. **Excused:** Absence due to illness and documented by parental phone call and note (see above) will be excused. Excused absences also given for absences resulting from medical or dental appointment, court appearance, bereavement, college visit, family business or travel, or job interview. Anticipated absences may also be excused if Anticipated Absence procedures are followed (see sample contract).
2. **Unexcused:** The student is absent for illness, personal or family business, or personal commitment, but no prior arrangements were made with school office, and no written or verbal excuse is provided to clear the absence. An example of an unexcused absence applies to absence due to oversleeping and/or missed transportation.
3. **Truant:** A student is truant who is absent without the knowledge and permission of parents/guardians or school staff. Teachers will provide no make-up work and a "0"

will be given by each teacher for all assignments/tests due that day(s) and appropriate disciplinary action will be taken.

4. **On-campus truant:** A student who does not attend class but remains on campus is considered to be truant. On discovery by school staff, disciplinary actions will be taken, the student will be returned to class, and a call made to the parent/guardian informing them of the student's actions.
5. **Off-campus truant:** A student who leaves campus without written permission of the school and/or parents/guardians will be considered truant. On discovery by school staff and parents will be notified immediately and the appropriate disciplinary action taken.
6. **In general, absence from class and/or campus without permission can never be acceptable behavior for a student of OCCS.**

D. Anticipated Absence Contract

Anticipated Absence is defined as absence from school for 1-14 days resulting from travel, personal or family business, hospital stay, medical care, etc. Students under the anticipated absence criteria may receive credit for schoolwork completed and may receive an excused absence if proper procedures are followed.

E. Tardiness

1. A student's late arrival to class is disruptive to the classroom-learning environment. The student is expected to be seated at his/her desk and ready to begin work by the time class begins. A full learning period is vital to the maintenance of the integrity of the course and educational environment at OCCS. Anything less is not acceptable and a student late to class will be marked tardy.
2. A teacher has the right to require a student to return to class on their own time to make up the missed minutes of class work or lecture. The teacher has the right to hold the student accountable for the entire class period regardless of the reason for the tardiness.
3. First period tardiness: Handled through the school office. Students must check in at the school office and receive a tardy slip to class. An excused tardy may be given for medical, dental, and other professional appointments. Traffic, oversleeping, or other such reasons do not constitute an excused tardy. A detention will be assigned on the sixth unexcused tardy, and for each additional tardy until the end of the semester.
4. Periods 2-7 tardiness: Handled by the classroom teacher. DO NOT go to the front office if you are tardy to your 2nd - 7th period classes. Go directly to your class where your teacher will determine whether your tardy is excused or unexcused. The fourth and subsequent tardies to class, per semester, will result in the assignment of a detention.
5. **Students who are more than ten minutes late to class will be marked tardy, and assigned one detention for their extended tardy unless a valid excuse is given. Extended tardies may be considered truancy.**
6. A student is excused for being late to class if s/he has a valid, written pass from another teacher or from the office with the time, date, reason, and teacher's or office staff signature on the tardy slip.

F. Transportation

Parents will provide transportation to and from school. It is suggested that they cooperate with others in forming car pools.

Bicycles are to be walked in to the bike storage area. It is necessary that your student's bike have a lock. Skateboards and such should be kept in the front office during the school day.

Bicycle riding, skate boarding, roller blade/skating, etc. are prohibited on campus.

The school is not liable for any damaged, lost, or stolen items.

G. "Closed" Campus Policy

1. **Anyone who comes on campus, even if to drop off a preschool child, must sign in and out at the front desk. This is not only for security reasons, but also to allow us to know who is on site in the case of an emergency or disaster.**
2. All students and non-exempt adults MUST either be asked to leave the school grounds or be directed to sign in/out in the school office from 8:30 AM to 3:00 PM. Extended daycare for the younger students (K-5th) or Preschool students may enter at the back gate near the Preschool building, from 6:00 AM until 8:30 AM, and from 3:00 PM until 6:00 PM. This entrance is locked during the main portion of the school day, from 8:30 AM to 3:00 PM. During these hours, entrance can only be made through the Administration office.
3. 6-12th grade students are not enrolled in our daycare program, and are therefore not supervised by OCCS staff outside of normal school hours of operation. 6-12th grade students who are on campus before and after normal school hours are expected to comply with OCCS school policies at all times while on the campus.
4. Exempt adults include:
 5. The school's administrative staff.
 6. School Board members.
 7. Parents merely dropping off students in the morning.
 8. Public servants (e.g., postman, police, etc.), while on official business.
9. Access to the Administration office area shall be limited to the following:
 - Employees of OCCS who have assigned tasks or duties in the office.
 - Volunteers, when scheduled for work in the office.
 - Members of the school staff dealing with office personnel or having business in this area.
 - Visitors, parents, vendors, etc., while conducting business with office personnel.
10. Casual visitors, parents, vendors, etc., and others should be asked to observe the intent of this policy and remain outside the office area.
11. Access to classrooms shall be limited to the following:
 - Teachers in charge of their classes.
 - Volunteers or aides formally assigned to the classroom.
 - Parents and other visitors who have complied with the following procedures:

- All individuals desiring to visit a class shall contact the office in advance to make arrangements for the visit.
- Classroom visits shall be scheduled with the teacher and Principal in advance, and shall be limited to 30 minutes, unless prior arrangements have been made with the teacher and the Principal.
- Visitors shall register in the office before going to the classroom.
- Non-registered students are not allowed access to the campus.
- Visitors shall not participate in any way with the classroom activities, except as requested by the teacher.

In no case shall unscheduled, spontaneous visits by persons other than the Administrators, Principal, or their designates be permitted into the classrooms. Our campus is a closed campus to create a safer environment for our students.

H. Accident or Illness

If your student is injured or becomes ill, the office will notify you. Seriously injured students will be taken directly to the hospital and given necessary treatment. It is of vital importance that your emergency forms are always up-to-date, with telephone and cell phone numbers, pagers, or other means to contact you should your student be injured or become ill.

Should your student become ill, you will be asked to pick him/her up from school. The school does not provide accident insurance for your student. You are solely responsible for the cost of emergency or medical emergency treatment.

I. Disaster Preparedness

The school is prepared for the event of a disaster or emergency, which may occur. Each teacher has a guide for emergency action and the school conducts emergency drills, which will be conducted on a regular basis. The drills are designed to insure the maximum safety and welfare of the students.

In the event of a disaster the school encourages the following actions:

1. If access is available to the school, parents/guardians should pick up their students. Students must be signed out.
2. If access is not available to the school, parents/guardians need to be aware that the students will be cared for. Food and medical supplies are stored on campus, and are designed to last 72 hours. After 72 hours, students may be released to the Red Cross if parents are not available.
3. In an emergency, students will be released only to those persons authorized by the parent/guardian as specified on the Emergency Release Form. Special releases will be accepted overriding the original instructions and will be accepted via telephone or written instructions.
4. It is vital that the emergency form contain a phone number for an out of state contact, in the event that the local phone lines are out during a disaster, in order for the school to let parents know the status of their children.
5. Should we need to leave the campus due to an emergency situation, Twila Reid Park is our secondary location.

6. In an emergency situation, some of the 6-12th students may be asked to assist with the younger students.

J. Student "Emergency Information"

It is the parent's responsibility to notify the school office whenever there is a change in home or work address, phone numbers, an addition or deletion from the list of those authorized to pick up the student, or any other important information that should be entered or changed on the student's emergency form. If there are legal issues regarding your student that prohibit contact with another person, the school must have a copy of any valid court order(s) to enforce these issues.

K. Lunch & Nutrition

OCCS operates a limited hot lunch program. Reservation forms are available in the office each Monday, to be returned with payment for the following week, by Thursday of the same week. Hot lunches begin the second week of school. The snack bar has items such as cup-o-noodles, sometimes green salads, burritos, milk and sodas, etc. for sale also.

Students who come to school without a lunch will be provided one, and the parent will be billed for the cost of the lunch and a \$2.25 service fee.

L. Books & Supplies

Textbooks are purchased through a company with whom the school has partnered. Students are required to show proof that books were ordered within two days of their starting at OCCS. If a student loses his book during the year, it is the responsibility of the family to order a replacement book within two days of the loss of the previous one. Students must have their books with them at school to ensure academic success.

Students are required to have whatever tools are necessary for their classes. Notebook paper, blue or black pens, pencils for all math classes, etc. must be brought to each class daily. Some math classes, etc. may also require specialized tools, such as rulers, protractors, compasses, etc. Class supplies will vary, depending on the class and teacher. Students should consult individual class guidelines to determine what supplies they will need to bring.

M. Parent Policies

1. Parents visiting the school are asked not to smoke on our grounds or in any building.
2. Parents are asked to dress modestly and appropriately while on campus.
3. The language and behavior of parents shall be consistent with Christian standards.
4. Classrooms are not accessible once a teacher has left the campus. Books or other items will have to be retrieved on the following day.
5. Parents should call the office to make appointments to speak with teachers about problems with their students, or to leave messages asking the teachers to return a call concerning any problems.

6. Parents are our partners in education, and are necessary and vital links in helping their student succeed.
7. We encourage internet communication between classroom teachers and the home.
8. We strongly urge parents to make use of Edline and the school website to keep apprised of student's grades and progress.

Section Five:

State Mandated Policies

“Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good, to slander no one, to be peaceable and considerate, and to show humility toward all men.”

--Titus 3:1-2

A. Tuberculosis Screening

All students in grades 2-12 who are newly entering Orange County schools are required to have TB skin tests (PPD, Mantoux method).

B. Child Abuse Reporting Obligations

In accordance with California law, school staff members are obligated, under penalty of fine and jail term, to report the reasonable suspicion of physical abuse, physical neglect, emotional abuse, emotional deprivation, inadequate supervision, or sexual abuse and exploitation. Once reasonable suspicion is established, school staff will make such reports in the best interests of the affected child. In this very serious and legally narrow area, contrary to the procedure followed in most other legal matters, the mandated procedure does not allow the school to contact parents in advance of notifying the legal authorities.

C. Student Sexual Harassment Policy

The school is committed to maintaining an academic environment in which all individuals treat one another with dignity and respect, and which is free from all forms of intimidation, exploitation and harassment, including sexual harassment. This school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

C.1 Definition of Sexual Harassment:

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s employment.
2. Submission to, or rejection of, the conduct by the individual is used as a basis of employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual’s work performance, or creating an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through this school.

C.2 Employee-Student Sexual Harassment:

Employee-student sexual harassment is prohibited.

C.3 Student-Student Sexual Harassment:

Student-student sexual harassment is prohibited.

C.4 What to do if you experience or observe sexual harassment:

Students who feel that they have been subjected to conduct of a harassing nature are encouraged to promptly report the matter to one of the school officials designated below.

Students who observe conduct of a sexually harassing nature are also encouraged to report the matter to one of the school officials designated below.

All complaints will be promptly investigated.

C.5 Where to report sexual harassment:

The following individuals are specifically authorized to receive complaints and to respond to questions regarding sexual harassment:

1. Elaine Findley, Principal
2. Dave Lewis, Administrator

C.6 Confidentiality:

Every effort will be made to protect the privacy of parties involved in any complaint. However, the school reserves the rights to fully investigate every complaint, and to notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

C.7 Protection against retaliation:

It is against the school's policy to discriminate or to retaliate against any person who has filed a complaint concerning sexual harassment or has testified, assisted or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

C.8 Procedure for investigating of the complaint and for taking corrective action:

When one of the school officials designated in this policy receives a complaint, he or she shall immediately inform the Principal. The Principal will direct an investigation. If the investigation confirms the allegation, prompt corrective actions shall be taken. The individual who suffered the harassing conduct shall be informed of the corrective action taken. In addition, an employee found to be responsible for sexual harassment in violation of this policy will be subject to appropriate disciplinary action up to and including termination. The severity of the disciplinary action will be based upon the circumstances of the infraction.

D. Student Medication Policy

Any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school receives (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the physician's statement.

Physician-Prescribed Medication:

- Prior to administration of any medication by Orange County Christian School, both a **Physician Statement of Need** and parental **Request for Medication Administration** forms must be completed and filed with the front office. These forms are available by request in the front office.
- A separate set of forms (physician and parent) must be completed for each administration of a medication and whenever changes are made in the medication, dose, or child's reaction. It is the parent's responsibility to assure that these forms are current and complete.
- New forms (physician and parent) must be submitted at least once a year.
- Medications must be brought to school in their *original* containers.
- Orange County Christian School has the right to prohibit the administration of any drugs or procedures that appear to be beyond the ability of unlicensed school personnel (e.g., injections).
- Each administration of medication will be recorded on a **Medication Administration Log** sheet at, or immediately following, the time of its administration by the individual who gave the medication.
- Students are not permitted to carry medication to, from, or during school. Consequently, parents are advised to deliver medication directly to the front office. Orange County Christian School is not responsible for medication prior to delivery.
- Students must take all medications while in the presence of the staff member administering said medication.

Nonprescription or Over-the-Counter Medications:

- Prior to administration of any nonprescription medication by the school or self-administration by the student, the parental Request for Medication Administration must be completed and filed with the front office. This form is available by request in the front office.
- Students are not permitted to carry medication to, from, or during school. Consequently, parents are advised to deliver medication directly to the front office. Orange County Christian School is not responsible for medication prior to delivery.
- Students must take all medications while in the presence of the staff member administering said medication.



New Member School Evaluation Form

School Name Orange Vista
Principal Joshua Workman Yrs. as Principal 5 (MS) CIF/Athletic Background? Y
Athletic Director Bobby Caldwell Yrs. as A.D. 1 CIF/Athletic Background? Y
Date of Contact May 5, 2016 Notes
Visit/Phone Met at temporary office then toured the campus under construction
Visit/Phone _____

Enrollment	Current	Next Year	Target
Grade 9	600	600	600
Grade 10	450	600	600
Grade 11		450	600
Grade 12			400

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
	Baseball, Basketball,		Basketball, Cross Country,
	Cross Country, Football, Golf		Golf, Soccer, Softball,
	Soccer, Swimming, Tennis		Swimming, Tennis,
	Track & Field, Wrestling		Track & Field, Volleyball,
			Wrestling

Current Athletic Competition: New School to Open August 2016

Facilities: Initially using other district resources until school facilities are completed

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: School Leadership understands responsibilities and is prepared to begin CIF competition

Membership Recommendation: ☒ Recommend ☐ Do not Recommend


Executive Committee Member - Area Representative



CIF Southern Section Application for Membership 2016-17 School Year

ALL INFORMATION MUST BE TYPED

Name of School Orange Vista High School

Street Address 1400 East Orange Ave, Perris, CA 92571

City and Zip Code Perris, CA 92571

School Telephone 951-490-4660

Athletic Telephone 951-490-4660

Fax 951-490-4665

School Website www.valverde.edu

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 500 10th 500 11th _____ 12th _____

Total Number of Current Year Students 1000

Anticipated Future Enrollment 3 Years Hence 2000

5 Years Hence 2200

New Public High Schools under Construction – Planned Opening Date August 2016

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

The Orange Vista Athletic Program's philosophy is to educate students through participation in athletic competition. The athletic program is designed to build character, good sportsmanship and enhance academic achievement.

Athletic Administration

Name of Principal Joshua Workman

Principal's email jworkman2@valverde.edu

Name of Athletic Director Bobby Caldwell

Athletic Director's email bcaldwell@valverde.edu

Accreditation

New school not accredited yet we will grow through WASC accreditation

Name and Address of Accrediting Organization _____

Facilities

Sport

Practice Facility

Game Site and Location

Football	Orange Vista HS Football Field	Rancho Verde HS, 17750 Lasselle, Moreno Valley, CA
Girls Volleyball	Lakeside Middle School Gym	Rancho Verde HS, 17750 Lasselle, Moreno Valley, CA
Girls Tennis	Orange Vista HS Tennis Courts	OVHS, 1400 E. Orange Ave., Perris, CA
Boys & Girls Cross Country	Orange Vista HS Track	TBD
Boys & Girls Basketball	Lakeside Middle School Gym	Rancho Verde HS, 17750 Lasselle, Moreno Valley, CA
Boys & Girls Soccer	Orange Vista HS Football Field	OVHS, 1400 E. Orange Ave., Perris, CA
Boys & Girls Wrestling	Orange Vista HS Gym	TBD

SEE ATTACHED FOR ADDITIONAL SPORTS

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	F, JV	F, JV	Winter	Basketball	F, JV	F, JV
	Field Hockey				Soccer	F, JV	F, JV
	Football	F, JV			Water Polo		N/A
	Golf		F, JV		Wrestling	F, JV	F, JV
	Tennis		F, JV				
	Volleyball		F, JV				
	Water Polo	N/A					
Spring	Badminton	N/A	N/A				
	Baseball	F, JV					
	Golf	F, JV					
	Gymnastics		N/A				
	Lacrosse	N/A	N/A				
	Softball		F, JV				
	Swimming/Diving	F, JV	F, JV				
	Tennis	F, JV					
	Track/Field	F, JV	F, JV				
	Volleyball	N/A					

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

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

IMPORTANT Please Note:

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

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

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

Joshua Workman
Administrator of School (Superintendent/Principal)

Orange Vista High School
Name of School

April 28, 2016
Date

D. Shelly Yarbrough
D. Shelly Yarbrough, Board President
Officer (Board/Trustee Officer)

Val Verde USD Board of Education
Name of District Board

April 28, 2016
Date

CIF Southern Section Executive Committee Review and Approval Status

	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date				
	Denied			
Commissioner of Athletics		Area Placement		

Joshua Elijah Workman
3856 Roxbury Drive
Hemet, CA 92545
(951) 852-2954
jworkman2@valverde.edu

Objective: To obtain a High School Principal position.

Experience: **July 1, 2015-Present** Val Verde Unified School District
Principal Orange Vista High School

June 2010-June 2015 Val Verde Unified School District
Principal Tomas Rivera Middle School

October 2008-June 2010 Val Verde Unified School District
Assistant Principal Lakeside Middle School

August 2005-October 2008 Val Verde Unified School District
High School Science Teacher Rancho Verde High School

- AP Chemistry Teacher
- Chemistry / Integrated Science Teacher (RSP, SDAIE, and AVID)
- After School Tutoring
- Head Freshman Football Coach 2008 Season
- Assistant Freshman Football Coach 2006 and 2007 seasons
- Independent Studies Teacher 2007 – June 2010
- Head Freshman Football Coach 2008 Season

August 2003- June 2005 Val Verde Unified School District
Science Teacher Lakeside Middle School

- 8th Grade Science Teacher (GATE, AVID, RSP, and SDAIE)
- After School Tutoring

August 2002-June 2003 Val Verde Unified School District
Science Teacher Tomas Rivera Middle School

- 8th Grade Science Teacher (RSP and SDAIE)

Summer 2008 Val Verde USD
Assistant Principal Val Verde High School Summer School

Summer 2004, 2005, 2006, and 2007 Val Verde USD
Lead Teacher for Summer Intervention TRMS and VVMS
6th and 7th Grade

Under Supervision of Debbie Bryant (2004 and 2005)
Under Supervision of Ernesto Lizarraga (2006)
Under Supervision of Dr. Gary Roughton (2007)

September 2001-June 2002 Val Verde Unified School District
Substitute Teacher
Tomas Rivera Middle School and Rancho Verde High School

Trainings: December 2013 Common Core for Mathematics in a PLC Workshop (Solution Tree): Timothy Kanold.
July 2013 PLC at Work Institute (Solution Tree): Richard DuFour, Rebecca DuFour, Thomas Many, and others.
May 2013 Building Common Assessments Workshop (Solution Tree): Cassandra Erkens
April 2013 Common Core for English Language Arts in a PLC Workshop (Solution Tree): Nancy Frey
December 2012 Simplifying Response to Intervention Workshop (Solution Tree): Mike Mattos
2011-2012 Administrator Training Program (Riverside County Office of Education): Numerous Presenters
November 2011 Professional Learning Communities at Work-Bringing the Big Ideas to Life (Riverside County Office of Education): Richard DuFour and Rebecca DuFour
2010-2011 ACSA Principal's Academy (ACSA): Numerous Presenters
June 2010 Principal Transition Workshop (Riverside County Office of Education): Terry Wilhelm and Judy Cunningham
2005-2006 Val Verde USD Leadership Academy: Numerous Presenters
2004-2005 BTSA Program (Riverside County Office of Education): Barbara Howard

Education: 2003-2008	Chapman University	
Educational Administrative Credential		June 2008
Masters of Arts in Teaching Secondary Level		October 2005
Single Subject Teaching Credential Chemistry (CLAD)		June 2004
1999-2001	University California Riverside	
Bachelor Science: Biology (High Honors)		June 2001
1996-1999	Mt. San Jacinto College	
Associate Science: Science / Math		May 1999

Awards: 2002-2003 Outstanding First Year Teacher of the Year VVUSD
2014-2015 Val Verde USD Principal of the Year Candidate RCOE

BOBBY L. CALDWELL

PERSONAL INFORMATION

Address: 4129 Nona Ave., Highland, CA 92346

Phone: (909) 230-8341

EDUCATION

Brandman University

Preliminary Administrative Credential 2011

Azusa Pacific University

Masters of Arts in Education, Teaching 2002

Azusa Pacific University

Professional Clear Single Subject Teaching Credential 2002

Azusa Pacific University

Clear Crosscultural, Language and Academic Development 2002

California State University, San Bernardino

Bachelor of Science in Physical Education 1996

PROFESSIONAL EMPLOYMENT HISTORY

Athletic Director, Orange Vista High School, Val Verde USD, 2015-Present

Physical Education Teacher, Rancho Verde High School, Val Verde USD, 2009-2015

Physical Education Teacher, Vista Verde Middle School, Val Verde USD, 1999-2009

Probation Officer Juvenile Division, Riverside County Probation Department, 1998-1999

Group Counselor II, Van Horn Youth Center, Riverside County Probation Department, 1994-1998

Group Counselor II, Twin Pines Ranch, Riverside County Probation Department, 1992-1994

Group Counselor I, Indio Juvenile Hall, Riverside County Probation Department, 1989-1992

PROFESSIONAL LEADERSHIP HISTORY

Interim Assistant Principal, Val Verde High School, 09/2014 -11/2014

Administrative Designee, Rancho Verde High School, 2011-2015

Department Chair, Rancho Verde High School, Val Verde USD, 2011-2015

Department Chair, Vista Verde Middle School, Val Verde USD, 2006-2009

RELATED PROFESSIONAL ACTIVITIES

- Rancho Verde High School, Positive Behavior Interventions and Support (PBIS) Committee, 2014-2015
- Val Verde Unified School District, Aspiring Administrators Academy, 2011-2012
- Rancho Verde High School, Supervisor of the Census California High School Exit Examination, 2010 –2015
- Rancho Verde High School, CST/STAR Testing Committee Member, 2010-2013
- Rancho Verde High School, Response to Intervention (RTI) Committee Member, 2010-2014
- Rancho Verde High School, Athletic Director Designee – C.I.F. Championship Football Game 2010
- Rancho Verde High School, Administrative Designee – Rancho Verde Girls Basketball Tournament 2010

Honors/Skills

Rancho Verde High School, Varsity Assistant: Baseball 2007-2014

- Reached quarterfinals of C.I.F. Playoffs 2012
- Earned C.I.F. Playoff 2007, 2010, 2011, 2012, 2014
- Inland Valley League Champions 2007

Vista Verde Middle School, Coach: Baseball, Track, Basketball, Football, & Volleyball 2000-2008

- 2008 Earned Championship in Baseball
- 2007 Earned Championship in Baseball
- 2006 Earned Championship in Baseball
- 2005 Earned Championships in Baseball and Track
- 2004 Earned Championships in Basketball and Track
- 2003 Earned Championships in Basketball and Track
- 2002 Earned Championships in Volleyball and Track
- 2001 Earned Championship in Track
- 2000 Earned Championship in Baseball

References

Ross R. Godfrey
Principal, Rancho Verde High School
17750 Laselle Street
Moreno Valley, CA
(951) 490-4680

Kevin Stipp
Assistant Principal, Rancho Verde High School
17750 Laselle Street
Moreno Valley, CA
(951) 490-4680

Dr. Patrice Harris
Assistant Principal, Rancho Verde High School
17750 Laselle Street
Moreno Valley, CA
(951) 490-4680

OVHS Coaches Qualifications

Coach	Sport	Years Teaching	Subject Taught	Years as Coach/levels	Professional Training	Experience
Dinah Green	Girls Volleyball	8	Secondary Math	12/F, JV, V	Fundamentals/Concussion	Teacher/Varsity Assistant
Kevin Ho	Boys & Girls Golf	19	AVID/ELD/CTE	0		Teacher/Elementary Golf Coach
Alan Gutscher	Wrestling	Instructional Aide	Special Education/ED	6/club wrestling		Instructional Aide
Kristin Webb	Cheer	9	P.E. 2/ Special Education 7	7/N		Varsity Cheer/Teacher
Eileen Ward	Boys & Girls Swim	10	English/Dance	10/Dance V	Concussion	Teacher/Dance Instruction
Amber Muto	Girls Volleyball	10	P.E.	6/N	Fundamentals/Concussion/SCA	Varsity Coach/Teacher
Greg Zomalt	Football	15	Health	15/N		Teacher/Varsity Assistant
Elbert Davis	Boys Basketball	15	P.E.	6/F, JV, V	Fundamentals/Concussion/SCA	Teacher/Varsity Assistant
Adam Kramer	Boys Soccer	5	Special Education	16/F, JV, V		Teacher/Varsity Assistant
Michelle Wetzler	Girls Basketball	22	P.E.	18/N	Concussion/SCA	Teacher/Varsity Coach
Michael Overton	Baseball	5	Math, Science	7/F, JV, V	Fundamentals/Concussion/SCA	Teacher/Varsity Coach
Julia Haeger	Cross Country	14	Science	14/N		Teacher/Varsity Coach
Jennifer McCoy	Tennis	3	Special Education/ED	0		

Mascot and Colors



Mission Statement

The Orange Vista High School staff will work collaboratively and interdependently to ensure high levels of learning for all students to succeed in the 21st Century.

Orange Vista High School Courses

English

English I CP
English I HL
English II CP
English II HL

Math

Algebra 1 A/B Ext
Algebra 1 C/D Ext
Algebra 1 CP
Geometry CP
Geometry HL
Algebra II/Trig CP
Pre- Calculus H

Social Science

AP Human Geo
World History CP
AP World History

Science

Biology CP
Biology HL
Chemistry CP
Chemistry HL
Marine Science CP

Physical Education

General PE
Ath Conditioning

Electives

Draw/Paint II
Intro Comp Sci
Manufacturing
Student Gov
Yearbook
Band Beginning
Band Concert
Band Marching
Choir
Freshmen Seminar
AVID 9
AVID 10

Foreign Language

Spanish I
Spanish II
Span/Spkrs I
Span/Spkrs II
Mandarin II
ASL II

ELD

Power up 9
Power up 10

ELD I/II A. Read

ELD I/II B. Writ

ELD I/II C. Lsn

ELD III A. Read

ELD III B. Writ

ELD III C. Lsn/Spk

ELD IV Support

Special Ed.

English I Coll

Alg 1 A/B R

Biology Coll

Learning Strat

PE

English II Coll

Marine Sci Coll

Alg 1 C/D R

World History

Basic Eng I

Basic Alg 1A

Basic Biology

Basic Eng II

Basic Alg 1B

Basic Mar Sci

Basic World History

To earn a high school diploma

- Need 220 credits
- 40 hours of community service. Students are required to complete 40 hours of community service done through volunteer work in order to meet the high school graduation requirements.
- 160 hours for AVID students
- 80 hours for Scholars students

Graduation Requirements

English	4 years	40
Math (Algebra/Geometry/Alg II)	3 years	30
Science	3 years	30
World History	1 year	10
US History	1 year	10
Gov/Econ	1 year	10
Fine Art/World Language	1 year	10
Physical Education	2 years	20
Electives		<u>60</u>
		220 total credits



Orange Vista High School

1400 E. Orange Ave., Perris, CA 92571
(951) 490-4660



Athletics

Orange Vista High School will open in the 2016-2017 school year. We will offer Freshman and Junior Varsity sports in the inaugural year. The 2017-2018 school year we will add Varsity level sports to the program.

The following is a projected list of sports that will be offered:

Boys

Fall

Football
Cross Country
Cheer

Winter

Basketball
Soccer
Wrestling

Spring

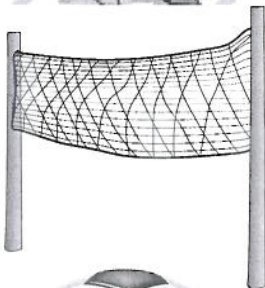
Baseball
Track
Tennis
Swimming
Golf

Girls

Volleyball
Cross Country
Tennis
Cheer
Golf

Basketball
Soccer
Wrestling

Softball
Track
Swimming

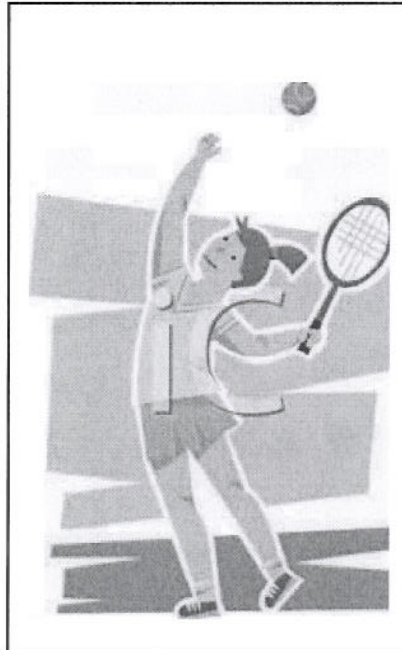


Bobby Caldwell
Athletic Director
(951) 490-4660, ext. 33145
bcaldwell@valverde.edu



ORANGE VISTA HIGH SCHOOL

FALL SPORTS GAMES WANTED



If you have any interest in competing against OVHS in Girls Tennis, Cross Country or Girls Volleyball please contact Bobby Caldwell, Athletic Director at 951-490-4660 or 909-230-8341 to schedule contests.

Email address is bcaldwell@valverde.edu.

COYOTE SHOWCASE

Parent & Student Informational Night

MAY 4, 2016 FROM 6-8PM

HIGHLIGHTS OF THE NIGHT:

Registration Information
Meet the Inaugural Staff
AVID and Scholars Meeting
OVHS Cheer Performance
Explore Opportunities in the Arts, Sports,
ASB/Student Government and CTE Programs
Buy your first Orange Vista Spirit Gear!

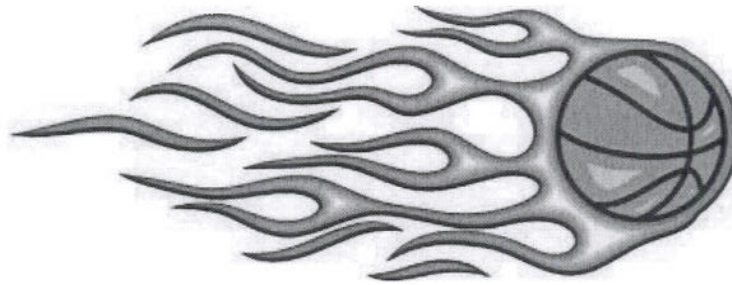


In the Lakeside Middle School Gym

A Free Hot Dog Dinner will be given to those in attendance. Kona Ice available for purchase.



GIRLS BASKETBALL TRYOUTS



AUGUST 1 & 2, 2016

LAKESIDE MIDDLE SCHOOL GYMNASIUM

8:30—11:00am

You must bring a completed OVHS Athletic Packet with you or have one on file in order to try out.

Please wear appropriate athletic attire and proper shoes.

Contact Coach Wetzler if you have any questions:

mwetzler@valverde.edu



VOLLEYBALL TRYOUTS



June 1st & 2nd

@ Lakeside MS GYM

2pm-5pm

**YOU MUST BRING A COMPLETED ATHLETIC PHYSICAL
PACKET WITH YOU IN ORDER TO TRYOUT**

Wear athletic shoes and bring water!



CONTACT COACH MUTO WITH ANY QUESTIONS

amuto@valverde.edu

CHEERLEADING

Are you ready to become a part of the Orange Vista Cheerleading squad? Now's your chance! Cheerleading tryouts begin soon and we need you to show us what you're made of!

TRYOUTS

April 11 - 15



@ Lakeside Middle School MPR 3:30 - 5:00

Details:

- ♦ Bring your physical packet the first day of tryouts in order to participate.
- ♦ You need to wear shorts, t-shirt, and tennis shoes.
- ♦ Attend every day so you don't miss instructional material.

For more information contact

Kristin Webb

kwebb@valverde.edu

951-490-4660

Twitter: @OVCheerleading

OVHS



COYOTES

5C3

Transportation Sector

- ◆ OVHS will focus on the operations pathway within the transportation sector. This pathway will allow students to learn about logistics management.
- ◆ Students will take courses that study the managing and coordinating the flow of goods between manufacturer and buyer

Information Technology Sector

- ◆ Students learn to understand, manage, and support all rapidly emerging ,evolving, and converging computer, software, networking, telecommunications, internet, programming, and information systems.
- ◆ Programming / Systems Development and Media Support & Services Pathways
- ◆ Sample courses: computer science, computer programming, Java, software development, game programming, and AP Computer science.

Manufacturing & Product Development Sector

- ◆ Provides a foundation for manufacturing process and systems including graphic design production, machine tooling and forming, welding and materials joining, and product innovation and design.
- ◆ Focus on product innovation and design pathway.
- ◆ Sample courses: Exploring manufacturing and product development, model making, drafting, and computer aided design (CAD).

Sample Freshmen Schedule

- ◆ English I CP (CP=Career Prep)
- ◆ Biology CP
- ◆ Physical Education
- ◆ Health / Freshman Seminar
- ◆ Math Course (Algebra I or Geometry)
- ◆ Elective Course

Sample Sophomore Schedule

- ◆ English II CP
- ◆ Chemistry
- ◆ World History CP or AP World History
- ◆ Math (Geometry or Algebra II)
- ◆ Physical Education
- ◆ Elective Course



- ◆ I want to provide for you the same kind of school I would want for my own daughter.
- ◆ I am honored to serve and work for you on behalf of our most prized possession: our children.

Joshua Workman, Principal

Orange Vista High School
1400 East Orange Avenue

Perris, CA 92571

Phone: (951) 490-4660

Fax: (951) 490-4665

Follow us on Twitter

@orangevistahs

Mission

- ◆ Staff will develop a mission around high levels of learning for ALL students in preparation for life in the 21st century.
- ◆ The ultimate goal of 21st century skills and learning is to prepare students to succeed and prosper in life, in school, and on the job.

Vision

- ◆ Staff will develop a vision focused on enhancing the talents and gifts of each student.
- ◆ Every student is unique, significant, and has unique talents and abilities to contribute to our society and world.

Slogan

- ◆ "Everyone running the path of learning"
- ◆ Staff and students continuous learning.

21st Century Skills

These are the skills (4c's) that will be reinforced throughout the curriculum:

- *Critical Thinking
- *Collaboration
- *Communication
- *Creativity

STEAM

- ◆ At each grade level, students will be working around a real world, meaningful problem or question that will be addressed in each of their courses to allow them to utilize their learning in all courses and apply it to a real life relevant situation
- ◆ STEAM education and access for all of our students school wide.

Academic Interventions

- ◆ Students learn at different rates (time) and different ways (instructional support).
- ◆ A systematic, schoolwide approach to academic interventions and tutoring are being developed to ensure that when students need additional time and or support to learn that they are provided with it during the regular school day.
- ◆ This is a requirement if we want all students to learn at grade level.

PBIS

- ◆ Schoolwide Positive Behavior Interventions and Supports program to teach and model school wide behavior expectations.
- ◆ Promote a safe and positive environment for everyone.
- ◆ Reward students who demonstrate and model the school wide behavior expectations.
- ◆ Provide support and further assistance for students who need it.

5C3

Programs Overview

- ◆ AVID Courses
- ◆ Scholars/AP Courses
- ◆ Visual and Performing Arts Courses
- ◆ English Language Learner (ELL)-ELD
- ◆ Career Technical Education (CTE) Courses
- ◆ Special Education Courses
- ◆ Athletics
- ◆ ASB/Student Government/Student Clubs

AVID

- ◆ Designed for the 2.5-3.2 GPA student who wants to attend college and may be the first in their family to do so
- ◆ Students take the AVID course as an elective which teaches organization, planning, and study skills to students to help them be successful in their other courses (meet A-G requirements).
Tutorials twice a week.
- ◆ Students research colleges including fieldtrips to colleges and universities.

Scholars

- ◆ Designed for the 3.6 and higher GPA student who will take advanced courses including advanced placement (AP) courses and honor level (HL) courses.

Visual and Performing Arts

- ◆ Band / Marching Band
- ◆ Ceramics (Beginning 2017-18)
- ◆ Art
- ◆ Drawing and Painting

English Language Learner (ELL)

- ◆ Students who are classified as ELL are provided with an English language development (ELD) elective course to assist them as they become proficient in English.
- ◆ The goal is to reclassify as many ELL students out of the ELL program so they can take other elective courses.

Special Education

- ◆ Students are placed in one of two programs: special day class (SDC) or resource (RSP).
- ◆ RSP: Students take courses in the general education environment with aides and /or special education teachers to provide support in the general education class. Students have a learning strategies course for additional support.
- ◆ SDC: Students take basic courses that are separate from the general education class.

ASB/Student Government

- ◆ Students can be involved in developing school wide activities and assist in the coordination and execution of the plans.
- ◆ Link Crew
- ◆ Multiple student led clubs on campus.
- ◆ Promote PBIS principles and practices

Career Technical Education (CTE)

- ◆ To begin there will be three industry sectors that OVHS will focus on:
- ◆ Information Technology (IT) sector
- ◆ Manufacturing & Product Development sector
- ◆ Transportation & Logistics Sector
- ◆ Additional sectors will be developed as the school grows.

EXPLORE
THE POSSIBILITIES



New Member School Evaluation Form

School Name Portola High School

Principal John Pehrson Yrs. as Principal 1 yr./10 prev. CIF/Athletic Background? ☒ Y ☐ N

Athletic Director Katie Levensailor Yrs. as A.D. prep year CIF/Athletic Background? ☒ Y ☐ N

Date of Contact

Notes

Visit/Phone May 3, 2016

Visit/Phone _____

Enrollment	Current	Next Year	Target
Grade 9	0	400	500
Grade 10	0	0	500
Grade 11	0	0	500
Grade 12	0	0	500

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 Frosh/Soph	Boys Frosh/Soph	Girls Frosh/Soph	Girls Frosh/ Soph
Cross Country Football	Golf	Cross Country (F/S)	Wrestling Water Polo
Water Polo	Lacrosse	Golf (F/S)	Lacrosse
Basketball	Swimming Diving	Tennis (F/S)	Softball
Soccer	Tennis	Volleyball (F/S)	Swimming Diving
Wrestling Baseball	Track and Field Volleyball	Basketball Soccer	Track and Field

Current Athletic Competition: New School

Facilities: Stadium with All Weather Track Facility, and 2 additional fields, 8 Tennis Courts, Gymnasium


50 Meter Pool, 2 Baseball Fields, 2 Softball Fields.

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: Portola High School is a new High School in the Irvine Unified School District. They will be opening their doors in the fall of 2016 beginning with a Freshman Class. They are committed to abide by the mission and rules that are governed through the California Interscholastic Association, Southern Section as listed above.

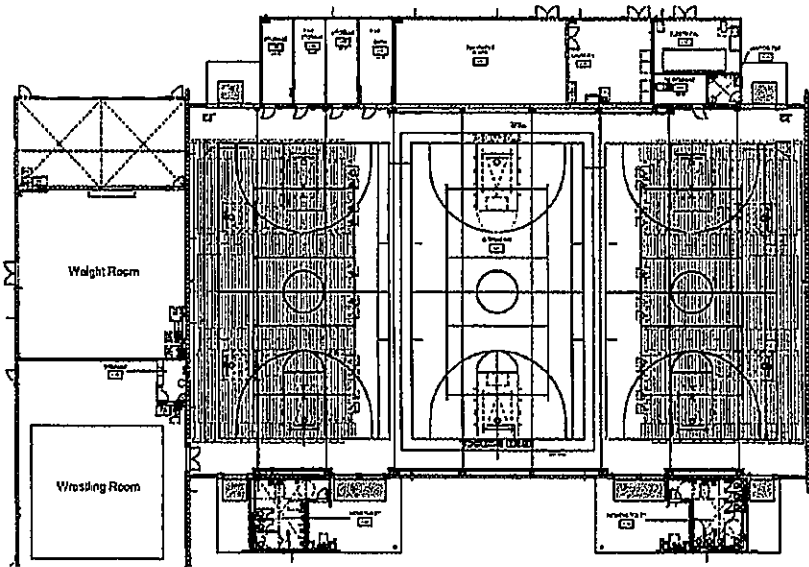
Membership Recommendation: ☒ Recommend ☐ Do not Recommend


Executive Committee Member - Area Representative

Revised 6/3/15

ATHLETICS

There will be several opportunities on the Frosh/ Soph level for student athletes to participate. All team sports require tryouts and others welcome new students to the sport. Commitment, determination, and being a team player are key qualities of student athletes. Contact the athletic office or visit the PHS athletics website for information on how to participate in the athletic program at Portola High School.



Gymnasium Construction Rendering

ATHLETIC TEAM SPORTS

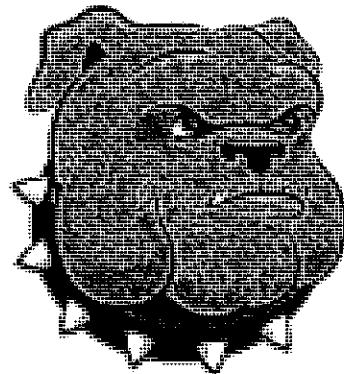
There are 24 athletic teams at Portola High School in which we hope many students will participate. Teamwork, dedication, and leadership are characteristics these students will carry with them after high school. All freshmen will be enrolled in Fit4Life (CO-ED PE) until after tryouts and official rosters are received from each coach.

FALL	TRYOUTS	CUTS
Cross Country	Yes	Yes*
Girls Tennis	Yes	Yes
Girls Volleyball	Yes	Yes
Girls Golf	Yes	Yes
Boys Water Polo	Yes	Yes
Football	Yes	No
Pep Squad	Yes	Yes

SPRING	TRYOUTS	CUTS
Track & Field	Yes	Yes*
Swim	Yes	Yes*
Softball	Yes	Yes
Baseball	Yes	Yes
Boys Golf	Yes	Yes
Boys Volleyball	Yes	Yes
Boys Tennis	Yes	Yes
Girls Lacrosse	Yes	Yes
Boys Lacrosse	Yes	No
Pep Squad	Yes	Yes

WINTER	TRYOUTS	CUTS
Girls Basketball	Yes	Yes
Boys Basketball	Yes	Yes
Girls Soccer	Yes	Yes
Boys Soccer	Yes	Yes
Wrestling	Yes	No
Girls Water Polo	Yes	Yes
Pep Squad	Yes	Yes

*Athletes must meet minimum standard.





CIF Southern Section Application for Membership
2016-17 School Year
ALL INFORMATION MUST BE TYPED

Name of School Portola High School
Street Address 1001 Cadence
City and Zip Code Irvine 92618
School Telephone 949 936 8200 Athletic Telephone 949 936 8207 Fax 949 936 8209
School Website www.phs.iusd.org

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 450 10th _____ 11th _____ 12th _____
Total Number of Current Year Students 450
Anticipated Future Enrollment 3 Years Hence 2000 5 Years Hence 2500
New Public High Schools under Construction – Planned Opening Date August 2016
Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

The Portola HS athletic department will promote positive interpersonal relationships, leadership in every community, academic and athletic balance, healthy decision making, and integrity in competition.

Athletic Administration

Name of Principal John Pehrson Principal's email johnpehrson@iusd.org
Name of Athletic Director Katie Levensailor Athletic Director's email katherinelevensailor@iusd.org

Accreditation

Western Association of Schools and Colleges (WASC) 43517 Ridge Park Drive, Suite 100 Temecula, CA 92590-3615 Phone 951 693-2550

Name and Address of Accrediting Organization _____

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

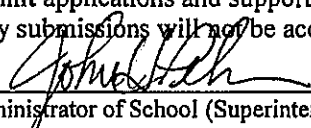
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal AND Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum,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

IMPORTANT Please Note:

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

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

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



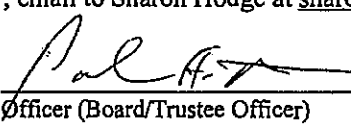
Administrator of School (Superintendent/Principal)

Portola High School

Name of School

Date

7/28/16



Officer (Board/Trustee Officer)

Irvine Unified School District

Name of District Board

Date

4/28/16

CIF Southern Section Executive Committee Review and Approval Status

_____	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied			
_____		Area Placement	_____	
Commissioner of Athletics				

Facilities

Sport

Football, Soccer, Lacrosse

Tennis

Volleyball, Basketball

Wrestling

Water Polo, Swim

Baseball, Softball

Track, Cross Country

Practice Facility

Stadium and 2 additional fields

8 Tennis Courts

Gym

Gym

50 Meter Pool

4 Ball Fields

Track

Game Site and Location

Stadium at PHS

Tennis Courts at PHS

Gym at PHS

Gym at PHS

Pool at PHS

Ball Fields at PHS

Track at PHS

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	F-S	F-S	Winter	Basketball	F-S	F-S
	Field Hockey				Soccer	F-S	F-S
	Football	F-S			Water Polo		F-S
	Golf		F-S		Wrestling	F-S	F-S
	Tennis		F-S				
	Volleyball		F-S				
	Water Polo	F-S					
Spring	Badminton						
	Baseball	F-S					
	Golf	F-S					
	Gymnastics						
	Lacrosse	F-S	F-S				
	Softball		F-S				
	Swimming/Diving	F-S	F-S				
	Tennis	F-S					
	Track/Field	F-S	F-S				
	Volleyball	F-S					

46 Dusty Trail
Trabuco Canyon, CA 92679

Cell 949.606.4067
Home 949.858.0490
Email johnpehrson@iusd.org

John Pehrson

Experience	7/15-present	Portola High School <i>Irvine Unified's Newest High School</i>	Irvine, CA
	Principal	<i>Currently working with planning team in preparation to open our doors to 9th grade students in the Fall of 2016.</i>	
	7/05-7/15	University High School <i>A National Exemplary School</i>	Irvine, CA
	Principal	<i>Focused on maintaining excellence while putting support structures in place for struggling students</i>	
		<ul style="list-style-type: none">➤ As the chief instructional leader on campus, I worked towards supporting the concepts of the Professional Learning Community➤ Collaboratively work with the leadership team to evaluate current managerial practices in an effort to facilitate more efficient and effective policies and procedures.➤ Collaboratively work with parent groups to explore and implement innovative ways to support school programs and personnel.➤ WASC Visiting Team Committee Chair (6 years)➤ Pacific Coast League President and CIF League Representative➤ Irvine Unified Extended Executive Cabinet Principal Representative	
	3/01-6/05	Tesoro High School <i>A California Distinguished School</i>	Las Flores, CA
	Assistant Principal	<i>Focused on Student Success and Collaboration</i>	
		<ul style="list-style-type: none">➤ Opened Tesoro High School as the only Assistant Principal and over four years experienced such success indicators as an API of 788, a decrease in every measure of students receiving F's, an increase in students enrolled in Advanced Placement every year, and the highest SAT scores in the district and surrounding area.➤ Imbedded the Professional Learning Community model into the culture of Tesoro High School focusing on teacher collaboration and student support—founded on Rick Dufour's model➤ Staff Development Coordinator for site — organized and facilitated all curriculum related staff meetings. (Approximately 12 per year) Topics based on Dufour, Marzano, and Stiggins research.	

- Facilitated ESLR development and worked with **WASC** Coordinator throughout the WASC process as the administrator liaison which led to a six year clear accreditation.
- Lead a group of teachers in the development of the **Student Success Committee**.
- Development of **Freshmen House** which provided a structure for freshmen low level readers to share a common core group of teachers. The success of the program was measured by a fifty percent reduction in the number of these students receiving F's in the first year alone.
- **Master Schedule Building; High Stakes Testing**
- Facilities Management- years one and two (custodial supervision, site upkeep, parking); Digital High School Administrator
- Student Discipline/Attendance – years one and two
- Teacher Evaluation and Supervision

6/95–6/01 **Aliso Niguel High School** Aliso Viejo, CA

A National Blue Ribbon and New American High School

Assistant Principal *Focused on Technology and Student Services*

- Primarily worked with Discipline/Attendance, Facilities Management, Teacher Evaluation, and Technology.

Activities Director *Focused on Student Involvement and Public Relations*

- Established activity program at newer school.
- Calendared all facility usage on campus.

Worked with all Community Groups, Booster Clubs and school clubs.

9/88–6/95 **Santa Fe High School** Santa Fe Springs, CA

Teacher/Coach

- Taught Physics, Honors Chemistry, Freshman Science, Introduction to Physical Science.
- Head Coach Boys Basketball and Boys Volleyball (League Champions).
- Assistant Activities Director

Education

1994-1999 **Cal State Fullerton** Fullerton, CA

- M.S., Education Administration.
- Professional Clear Administrative Credential.

1984-1988 **Whittier College** Whittier, CA

- B.A., Chemistry.

Interests

Family, church, sports, camping, woodworking, guitar

References

Available on request

Katherine Levensailor

21661 Brookhurst St. #330
Huntington Beach, CA 92646
(949) 307-9414
katherinelevensailor@iusd.org

Academic Background

California State University, Fullerton
Fullerton, CA

M.S. Environmental Studies

08/03-08/07

G.P.A.- 3.86

- Thesis: Consequences of cattle grazing on small mammals and
arthropods on Colorado Shortgrass Steppe.

Brigham Young University

Provo, UT

B.S. Conservation Biology

Minor Sociology

08/99-04/03

-Upper division courses in genetics, molecular biology, ecology,
principles of conservation, natural history of vertebrates, and evolutionary
science.

Professional Credentials

California State University, Long Beach

Long Beach, CA

Single Subject Credential, Science- Biology & Life Science

08/08-05/10

G.P.A.- 4.00

CBEST

Passed 02/06

CSET Tests

General Science	Test 118	Passed 01/09
General Science	Test 119	Passed 07/09
Biology/Life Science	Test 120	Passed 01/09

Academic Teaching Experience

University High School, Irvine Unified School District

Irvine, CA

Science Teacher

08/10-Present

- Honors Biology.
- Marine Science.
- AP Environmental Science.

Edison High School, Huntington Beach Union High School District

Huntington Beach, CA

Student Teacher

02/10-06/10

- Biology.
- Life Science.

California State University, Fullerton

Fullerton, CA

Teaching Associate

08/03-01/08

- Principles of Ecology and Physiology, Biology majors.
- Elements of Biology Laboratory, Non-biology majors.

Coaching Experience

Women's Cross Country Coach (08/11-Present)

Women's Softball Coach (08/10-06/14)

Women's Basketball Coach (06/13-Present)

Women's Head Track Coach (06/14-Present)

Model United Nations Mentor

Ocean Sciences Bowl

Technical & Specialized Skills

Word Processing

- Microsoft Word and PowerPoint

Data Analysis

- Microsoft Excel
- PRIMER 5.0
- GIS

Record Keeping

- SB 2000

- Easy Grade Pro
- ECS Web Portal

First aid & CPR Certified

- Animal Care & Handling
- Endangered Species

Related Experience

Inside the Outdoors, Orange County Department of Education
Costa Mesa, CA

Program Naturalist

08/06-02/10

- Lead Naturalist, Shipley Nature Center, K-4th grade programs.
- Traveling Scientist, grades K-12 science curriculum.

Professional Awards & Honors

Teacher of the Year (University High School, 12/14)
Teacher of Promise (IUSD, 05/12)
Ocean Science Leadership Award (QuikScience/USC, 02/12)
Innovative Teaching Award (IPSF, 05/11)
IUSD Service Learning Grant (IUSD, 02/11)
Project Zero Waste Grant Recipient (OCDE, 02/11)
Distinguished Student Teacher (CSULB, 6/10)
Nathaniel Lamm Scholarship Award (OCDE, 05/10)
California Science Teachers Association Payne Scholar (CSULB, 09/09)
Laura E. Settle Scholarship (CSULB, 09/09)
Crystal Bell Award (OCDE, 03/09)
National Honor Society of Phi Kappa Phi (CSUF, 11/06)

Publications

T. A. Scott Newbold, Paul Stapp, Katherine E. Levensailor, Justin D. Derner and William K. Lauenroth. 2014. Community Responses of Arthropods to a Range of Traditional and Manipulated Grazing in Shortgrass Steppe. *Environmental Entomology* 43(3):556-568.

Professional Development

- Workshops/Institutes
- NASA JPL
- Wonders of Wetlands

- Project WET
- Project Wild

Conferences

- AEOE Conference
- California Science Education Conference

Coursework

- Subject Specific Pedagogy for English Learners
- Seminar in Integrated Science

Affiliations/Memberships

California Science Teachers Association
Association for Environmental and Outdoor Education (AEOE)
National Honor Society of Phi Kappa Phi

Volunteer Work

Youth Stewardship Council

- Lead students in service learning projects.

Nature Scene Investigators

- Assist students with the development and implementation of community based outdoor experiences.

H.E.L.P Club

- Assist students with the development of conservation based projects.

Science Tutor

- CSU Long Beach athletes.

Disney VoluntEARS

- Food bank and native plant restoration projects.

References

David Knight

University Science Department Chairman
University High School
4771 Campus Dr.
Irvine, CA 92612
(949) 936-7767
davidknight@iusd.org

Matt Pate

Assistant Principal
University High School
4771 Campus Dr.
Irvine, CA 92612
(949) 936-7608
matthewpate@iusd.org

John Pehrson

Principal
University High School
4771 Campus Dr.
Irvine, CA 92612
(949) 936-7602
johnpehrson@iusd.org

Daniel L. Moreno
235 South Cross Creek Rd. Unit A
Orange, CA 92869
714/745-4578
soccerdr89@gmail.com

Objective:

To obtain the girl's varsity cross-country position that will utilize my skills and experience to benefit mutual growth and success.

Athletic Coaching Experience: (1991 - 2010)

- Girls Fresh/Soph Soccer Head Coach - El Toro High School (2008 – 2010)
- Varsity Girls Head Soccer Coach – Trabuco Hills High School (2000 – 2005)
- Club Soccer Coach – South County Storm Girls (2001 – 2007)
- Girls Lower Level Head Coach – Trabuco Hills High School (1997 – 2000)
- Girls Soccer Coach – Katella High School (2006 – 2008)
- Boys Varsity Cross Country Coach – Trabuco Hills High School (1997 – 2000)
- Boys Varsity Cross Country – Katella High School (1991 – 1995)
- Varsity Assistant Track and Field Coach – Katella High School (1992 – 1996)
- Boys Soccer Coach – Katella High School (1991 – 1996)
- Assistant Athletic Director - football season – Trabuco Hills High School (2011)
- Creator of the Mustang Soccer Cup Tournament – Trabuco Hills High School (2011)
- Implemented a summer camp for incoming and returning players
- Supervised the restoration of a successful soccer program
- Motivated players to play as a team and not worry about the individual accolades
- Instilled character and sportsmanship into the players

Teaching Experience:

Los Alisos Intermediate School (2012 – Present)

- Spanish Instructor – Level 1 and Natives
- STEM Instructor
- Project Lead The Way (PLTW) – Automation and Robotics
- Incorporated Lego Mindstorm Robotics into STEM Class
- Assimilated Architecture into STEM Class
- Fused 3d printing into STEM Class– Sketchup Software
- Member of the School Site Council
- Chair of the Spanish textbook adoption committee
- Member of the Discipline Committee
- Chair of the bell committee

Peter Abe

435 Wyckffe
Irvine, CA 92602
(949) 400-7576
peterabe@iusd.org

Objective	A teaching position in Physical Education, while concurrently serving as Head Coach for the Football Program, which will offer the opportunity to use my expertise and experience in the development of student-athletes of all ages.		
Credentials	Single Subject Clear Credential in Physical Education, National University, June 2006.		
Education	<p>Concordia University – Irvine, CA Master of Arts in Athletic Administration & Coaching; August 2010.</p> <p>California State University, Fullerton – Fullerton, CA Bachelor of Science in Kinesiology, June 2005.</p> <p>National University – La Jolla, CA Teacher Education & Student Teaching (Irvine High School), Spring 2006.</p> <p>University of California, Los Angeles – Los Angeles, CA Professional Development, Spring 2006 – Fall 2008.</p> <p>Chapman University – Orange, CA Professional Development/BTSA Induction Program, December 2008.</p>		
Experience	<p>June 2013 – Present South Lake Middle School Irvine, CA</p> <p>September 2006 – June 2013 Irvine High School Irvine, CA</p> <p>Secondary Education Teacher</p> <ul style="list-style-type: none"> ▪ IUSD Administrative Intern Program (2014-Present) ▪ Assistant Athletic Director (2011-2013) – Under general direction, assist in the planning, development, & implementation of the policies, regulations, guidelines, & procedures pertaining to a school site interscholastic sports program, while serving as a resource to administrators, department personnel, & the community regarding athletic programs and recreation activities on campus. ▪ Video Productions (2007-2013) – Coordinating the efforts of Beginning & Advanced students in the production of bi-monthly advisement broadcasts, as well as the school's DVD yearbook, while exploring the art of cinematography and media in society. ▪ Study Skills/Tutorial (2006-Present) – Facilitating student achievement in daily courses as well as on the California High School Exit Exam. <ul style="list-style-type: none"> - 2009 & 2013 University Associate/Mentor-Teacher for the University of California, Irvine Academic Support Placement Program ▪ Physical Education (2006-2007 IRVINE HS, 2013-Present SOUTH LAKE MS) <ul style="list-style-type: none"> - Department Chairman at South Lake Middle School - 2015 Grant Recipient in the IPSF Innovative Teaching Award Program ▪ IUSD Summer School (Health & Physical Education, 2014) 		

Peter Abe

435 Wycliffe
Irvine, CA 92602
(949) 400-7576
peterabe@causd.org

June 2013 -- Present	Villa Park High School	Irvine, CA
May 2001 -- December 2012	Irvine High School	Irvine, CA

Football and Track Coach

- Varsity Offensive Coordinator (2012, 2014 & 2015 Senior Assistant/Coordinator)
- Offseason Coordinator for Football Program (All Levels, 2012)
- Varsity Special Teams Coordinator (2005 -- 2008, 2009-2011)
- Responsible for the coaching, training, and conditioning of Varsity running backs (2001 -- 2008, 2009-Present).
- Junior Varsity Head Football Coach, coordinating the efforts of a support staff (2003 -- 2007).
- Freshmen Head Football Coach, coordinating efforts of a support staff (2008)
- Head Track and Field Coach, coordinating efforts of a support staff (2008-2011)
 - Mentor-Coach & Consultant for Program Rebuild (VPHS 2015)
- Assistant Track and Field Coach: Sprinters, jumpers, and relay participants in the Track and Field program, including all divisions (2002 -- 2005, 2015)

June 2005 -- July 2006	Irvine Unified School District	Irvine, CA
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Substitute Teacher

Responsible for the execution of daily lesson plans during a teacher's absence. Within that responsibility is the maintenance of a positive classroom environment that is conducive to student learning.

June 2001- July 2004 (Summer Employment)	Football U	Irvine, CA
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Youth Summer Camp Training Instructor

- Responsible for developing the skills of youth football athletes.
- Coordinator of flexibility, stability, speed, and agility training on a plyometrics - focused obstacle course.

Special Skills, Awards, and Affiliations

- 2011 "Mentor of the Year" at the Orange County Film Festival
- University Associate/Mentor Teacher, University of California, Irvine (2009 & 2013)
- CPR/First Aid Certified (2 year renewal)
- National Interscholastic Athletic Administration Association (NIAAA) member
- California Coaches Association (CCA) member
- Accredited Coach and National Federation of State High School Associations (NFHS) member, including professional development coursework: *Fundamentals of Coaching + CACIF Component, Concussion in Sports, Heat Acclimatization & Prevention of Heat Illness, Coaching Football, NCAA Eligibility, and Sports Nutrition*
- SHAPE America member (Formerly the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD))
- National Youth Leadership Forum of Medicine, Honorary Nominating Committee member, 2010-2011, 2011-2012, and 2012-2013
- USA Football Heads Up Tackling and U14 Coaching Certified
- 2001 Gene Aulry Humanitarian Award Recipient

Volleyball Coaching Resume

17452 Amaganset Way, Tustin, CA 92780 • 949-923-9489 (cell)

• heidimartasian@iusd.org

Heidi Martasian

University High School (IUSD)

Irvine, CA

Sep 2012-Nov 2015

- Coached freshman and sophomore girls on fundamental volleyball skills for four years
- Ensured the safety of all athletes physically and emotionally
- Encouraged team building activities to solidify team chemistry and character development

Merrimack College

North Andover, MA

Aug 2007 –May 2011

- Played four years of NCAA DII volleyball
- Helped head coach develop team bonding activities as a junior and senior

Saddleback Valley Volleyball Club

Lake Forest, CA

Nov 2006-Jun 2009

- Coached twelve and under volleyball team as a senior in high school (2006-2007)
- Served as team mom and administrative assistant for former club coach at the Phoenix Volleyball Festival (June 2008 & 2009)
- Assisted with skills clinics to teach volleyball fundamentals for elementary and middle school students
- Conducted private lessons to hone volleyball skills in younger athletes

Northwood High School

Irvine, CA

Sep 2003-Jun 2007

- Played two years of Varsity, one year JV, one year Frosh/Soph
- Made it to CIF Quarterfinals as a junior
- Helped head coach John Gaido with summer clinics for lower levels as a junior and senior

References

- Jessica Papell, University HS Girls Head Coach (206-437-4462)
jessica@primevolleyballclub.com
- Ki Yi, Director of Saddleback Valley Volleyball Club (SVVC) (714-349-4223)
ksy413@hotmail.com
- Christy Stoeckel, former SVVC 18s club coach (714-585-7995) christine.stoeckel@uhc.com
- Joey Pacis, former Merrimack College coach (617-908-2712) pacisj@hotmail.com

Experience:

- **Volleyball Coach**, IUSD and Hemet Unified School District. *Northwood High School and Hemet High School*. January 2012- Present.
 - Hemet High Head Varsity Boys Volleyball Coach (Spring 2012)
 - CIF Second Round
 - Northwood High JV Girls and Boys Volleyball Coach (2014-Present)
 - As a player: Team Captain 2 years, All-League 3 years, CIF Quarterfinalist
 - PBIS Influenced Coaching Style
- Other Relevant Coaching/Leadership Roles:
 - Mathcounts Team Coach
 - State Champions
 - Lead Teacher
 - Enhanced Math 1
 - Summer School Bridge Course
 - Curriculum Development for Statistics

References:

- **Brandon Emery**, Northwood High School Head Girls and Boys Volleyball Coach
 - (949) 936 – 7390
 - brandonemery@iusd.org
- **Larry Graham**, San Jacinto High School Girls Volleyball Coach
 - (951) 587 – 7019
 - lgraham@hemetusd.k12.ca.us
- **Dave Andersen**, Hemet High School Athletic Director
 - (951) – 765-5150
 - danderse@hemetusd.k12.ca.us

Vision:

My ultimate goal for the program is to see one that matches the ideas of progression and growth that Portola will be about. Each year I hope to see the program grow in participation and in talent. Players should be able to recognize that hard work and commitment is how you will get better at this game. Teams that play harder will be more successful.

Off the court I will stress the importance in involvement in the school's other athletics and academic opportunities. I want the players to be people who support others in their endeavors, so we can expect them to support us when we need them. I am looking to develop players and students who are balanced and well-rounded individuals.

Ultimately I want the Portola name to be one that other teams associate as a model to how they want to play the game as far as effort, passion, and sportsmanship are concerned.



PORTOLA HIGH SCHOOL

Where Every Learner Belongs, Contributes, and Thrives



Mission

To guide learners toward excellence and citizenship in a safe, engaging, and inspiring learning environment.

At Portola High School, Bulldogs Value:

Perseverance -*Demonstrating Grit and Resilience*

Respect -*Promoting the Well-Being of Self and Others*

Integrity -*Being Honest and True*

Drive -*Pursuing a Passion*

Empathy -*Caring for Others*

Learner Outcomes

All learners will be:

Capable	Creators	Communicators	Contributors
<i>Reflective, Aware, and Resourceful Learners.</i>	<i>Innovative Critical Thinkers and Problem Solvers.</i>	<i>Thoughtful and Effective Speakers, Listeners, Readers, and Writers.</i>	<i>Respectful, Responsible, and Collaborative Citizens.</i>
Supportive Skills (ability to:)			
<ul style="list-style-type: none"> Take Risks Self-Advocate Utilize Resources Adapt Organize and Prioritize 	<ul style="list-style-type: none"> Inquire Synthesize Evaluate Innovate Express 	<ul style="list-style-type: none"> Research Effectively Be Digitally Literate Create and Defend a Claim Speak and Write Clearly and Compellingly Read complex texts purposefully and insightfully 	<ul style="list-style-type: none"> Collaborate Serve Positively and Actively Participate Honor Norms Acknowledge Others

PORTOLA HIGH

8th Grade Registration Newsletter 2016

Class of 2020

Dear Parents/Guardians and Members of the Class of 2020,

Welcome to Portola High School!

This orientation newsletter contains useful information to assist both parents and students in preparing for high school. You will find important dates to put on your calendar, programs and opportunities open to all freshmen, and information about course offerings in each subject area. The complete listing of courses, including descriptions and prerequisites, can be found in the course catalog posted on our Portola High School website. In the course catalog you will also find information on our school wide programs and facilities including Counseling, the Learning Commons, academic policies, the college preparatory and honors programs, and requirements for graduation.

The last couple of pages of this packet, specifically pages 11 and 13, are important forms that you will need to complete for registration and course enrollment. **Each student must bring these completed forms to the Middle School Registration and Course Selection dates which will take place between April 25 - 29th.** Specific dates for your school are listed in this newsletter on page two.

We are looking forward to meeting all of you!

Go Bulldogs!

John Pehrson, Principal

IN THIS ISSUE

- Registration
- Bulldog Success
- ASB & Leadership
- VAPA Electives
- Athletics
- Sequence of Courses
- Class Options
- 2016-17 9th Grade Course Selection
- VAPA Electives & Interest Form

OFFICE CONTACTS

Reception:	936-8202
Counseling:	936-8208
Administration:	936-8206
Activities:	936-8203
Athletics:	936-8207

Where Every Learner Belongs, Contributes, and Thrives

REGISTRATION

Jeffrey Trail Middle School Students

We will meet with students at JTMS on the following block schedule days: **Tuesday, April 26th and Wednesday, April 27th.** Registration and course enrollment will take place during the students' PE class period in the Fitness Center. Students must have the last page of this packet completed and signed by a parent. Parents are also invited, and all selected classes will be visible on the Parent Portal.

Other IUSD Middle School Students

Please call (949)936-8202 to schedule an appointment at your site on **Monday, April 25th, Thursday, April 28th, or Friday, April 29th.**

Students new to IUSD

Information about the Online Enrollment for 2016-2017 can be found on the IUSD.org web page under "Enrollment." Below is a brief summary of the process:

Step 1: Complete the online data entry process at IUSD.org.

Step 2: Submit Paperwork on site in order to verify residency, as well as schedule an appointment with your counselor. Please refer to the dates below for the correct instructions depending on when you register online.

- **Now until June 10:** Please contact PHS to schedule an appointment. We are located at our Jeffrey Trail Middle School satellite office. (949)936-8202, ChristinaSanchez@iusd.org
- **July 5 - August 5:** IUSD One-Stop Enrollment, contact Irvine Unified District Office for location and hours. (949) 936-5000
- **After August 1:** Please contact PHS to schedule an appointment. (949)936-8200, ChristinaSanchez@iusd.org

FRESHMAN SUMMER ORIENTATION

Freshman Orientation will be on **Wednesday, August 17th, 9:00 AM - 12:30 PM.** Students will participate in assemblies, meet their advisement teacher and the Portola High staff, take their yearbook photo, acquire an ID card, receive a campus tour, obtain textbooks, purchase items, and have lunch. You will need to complete several on-line registration forms prior to this Orientation Day. We will send a letter with the website and login information in July. Parents will have their own night on campus later that evening at 6:00PM for dinner, tour, and parent seminars.

PORTOLA LEADERSHIP TEAM

John Pehrson, Principal
Amy Paulsen, Assistant Principal
Melissa Gibson, Counselor
Katie Levensailor, Athletic Director
Katie Addiss, Activities Director
Pam Quiros, Library Media Specialist
Christina Sanchez, Admin. Assistant
Jeanne Jelnick, Literary & Lang Arts
Shelley Godett, Math Department
Peter Abe, Physical Education
Erin Arrendondo, Science
Desiree Shaffer, Special Education
Jon Resendez, Social Studies
Desmond Stevens, VAPA
Kari Tubbs, World Language



P.B.I.S.

Positive Behavioral Interventions and Supports (P.B.I.S.) is a framework of interventions that enhances academic and social behavior outcomes for all students.

If a school environment is positive and predictable, students feel safer, have better academic performance, have higher test results, make better behavior choices, and report high levels of student-teacher trust and teacher support.

We will provide a comprehensive P.B.I.S. program to promote academic effort and positive social behavior. This will include direct instruction in positive social and academic behaviors, proactive, research-based strategies to teach clearly defined behavioral and academic expectations, and ongoing behavioral supports that will be used by all Portola High students, staff, and parents.

The main components of our program will support our Bulldog Values: Perseverance, Respect, Integrity, Drive, and Empathy (P.R.I.D.E.) allowing all learners to be capable creators, communicators, and contributors.

SUPPORT FOR BULLDOG SUCCESS

Advisement

To ensure a smaller learning community rich with connections, promote social responsibility and service, and model our Bulldog Values, learning outcomes and skills, every student will receive an advisor and a small group of students for the duration of his or her four years at Portola High School. Students will meet in their advisement two times per week (Tuesday and Friday), and during this time frame, students receive important information regarding campus events, organize their agendas and materials, participate in school-wide lessons and discussion, evaluate their studies and experiences in their reflection journals, and schedule their biannual advisor/parent conferences. These conferences provide an opportunity for students to work individually with their advisors and their parents to establish their academic and personal goals and to plan their course work for the following year.

Counseling Program

Each student is assigned a counselor who will assist each family through his or her four years of high school. Their counselor will help select courses and will review their academic progress each year. During the 10th grade year, counselors will meet with parents and students individually to create a plan to meet post-high school goals and career choices. Students can meet with their counselors before school, during office hours, snack, lunch, or after school. In the event of an urgent issue, counselors and administrators are available to assist students on a walk-in basis.

Naviance

Naviance Family Connection is a web-based resource that supports course selection for career and college planning. Counselors will guide students through the various components of the program throughout their high school experience to help guide preparation for life after high school.

Office Hours

Two periods for office hours are built into the weekly schedule (Wednesday and Thursday). This time is used to meet individual student needs. The office hours provide extra time for students to make-up work and tests, review material, complete homework, research items, innovate and collaborate, participate in enrichment presentations, speaker series, or teacher conferences, seek counseling, and conduct school business as advertised.

Special Education

Special Education programming at PHS is designed to meet the individual needs of the students based on their Individual Education Plans (IEP's). In an effort to meet students' academic needs and adhere to the Common Core State Standards, Specialized Academic Instruction (SAI) will be offered at PHS.

Tutoring and Homework Lab

Teachers and upper classmen are available to help students in all their academic subjects in our after school tutorial program. The IPSF will sponsor this program by providing a teacher to supervise and train other IUSD upper classmen. Learning Commons "homework lab" is also open daily before and after school for study time.



Student Union and Learning Commons Construction Rendering

STUDENT UNION AND LEARNING COMMONS

The Bulldog Commons and Student Union will be open for students Monday through Friday between the hours of 7:00 AM - 4:00 PM. Textbooks will be issued out of the Bulldog Commons to all students based on their schedules as part of the Freshman Orientation day on August 17, 2016.

The Student Commons and Student Union will have the following services available for students:

- Laptops for check-out while in the Commons
- Wireless Internet access
- Printing
- Comfortable furniture and study spaces
- Makerspace/Innovation Lab
- Student collaboration spaces
- Device charging stations
- Novels and textbooks as required by course sequences
- High interest fiction and nonfiction books
- Support in conducting research
- Available databases: ABC-CLIO, Proquest and Encyclopedia Britannica
- ASB Office
- Student store
- Athletic Director's Office

LEADERSHIP OPPORTUNITIES

Associate Student Body (A.S.B.)

This class is for elected and appointed student body officers. PHS student leaders will study leadership principles relevant to individuals and teams, provide a voice and representation of their diverse student body, and serve their student body through the planning, promoting, and implementing of school wide and community programs/events and the chartering of all campus clubs. Elections and appointments will take place in the Fall of 2016. Leadership positions include (subject to revision): President*, Vice President*, Secretary, Treasurer, Athletics Commissioners* (Boys and Girls), Fine Arts Commissioner, Intercultural Commissioner, Publicity Commissioners (School Site/Social Media) Spirit & Rally / Student Activities Commissioner*, Clubs Commissioner*, Student Representative*, Service Project Commissioner, House Leads (*indicates elected).

An interest meeting for ALL leadership positions (elected and appointed) will be held at the beginning of the second week of school. Campaigning and elections will occur the third week of school. Appointments will follow elections and be presided over by a combination of ASB officers, Activities Director, House Advisors, and an administrator.

Clubs & Organizations

Once approved by the ASB cabinet, clubs may activate at the beginning of the semester. The four types of clubs are: service, academic, cultural, and interest.

PHS Summer Leadership Camp

Leadership camp is designed to provide introductory knowledge of leadership theory and its application. Participants will begin to develop: teamwork skills (small and large group), public speaking skills, event & program planning and implementation skills, and critical thinking and problem-solving skills in a leadership context. This is open to all those interested in leadership (dates TBD).

VISUAL AND PERFORMING ARTS

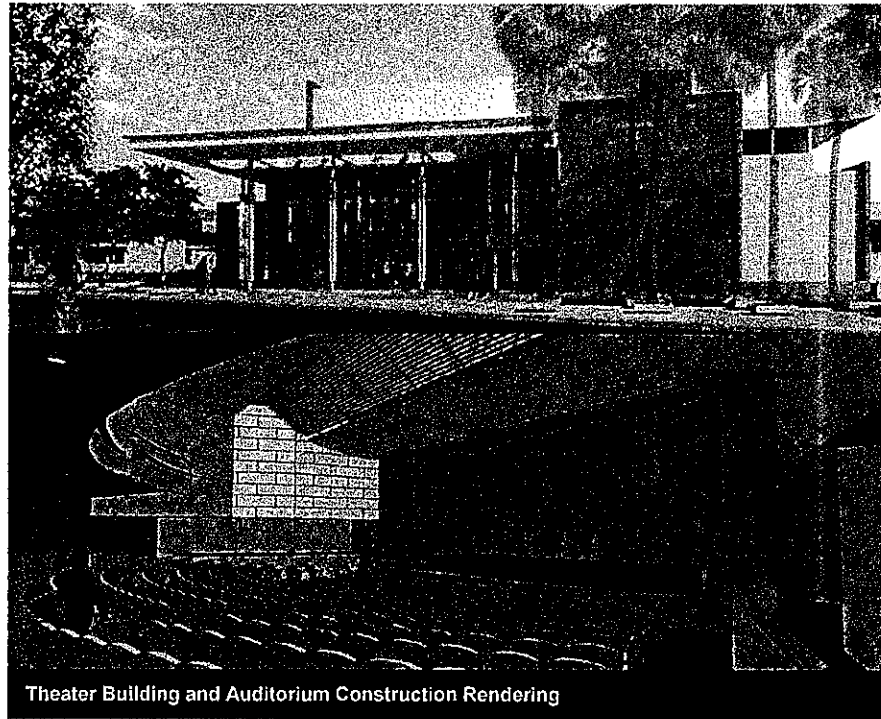
As Portola High School grows, our VAPA department will add the following levels in all areas: Introduction or Survey, Beginning, Intermediate, and Advanced.

Early involvement in the VAPA program allows students the opportunity to shape the direction and course offerings in the next several years.

We will be collaborative and community focused.

Our courses will be reinforced with technology and real-life applications.

We are committed to innovative and creative course offerings.



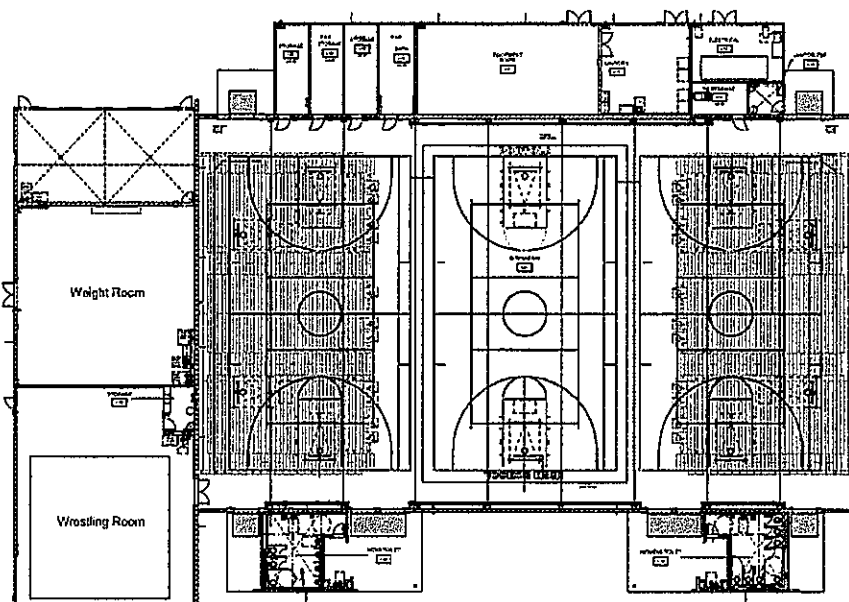
Theater Building and Auditorium Construction Rendering

POSSIBLE SEQUENCE VAPA COURSES

LEVEL	INSTRUMENTAL	VOCAL	2D/3D ARTS	DIGITAL ARTS	THEATRE ARTS	DANCE
Survey	Color Guard Marching Band Concert Band String Orchestra Guitar I	Treble Clef Bass Clef	Studio Arts	Digital Media Arts	Drama I Theatre Tech	Dance Tech I
Beginning	Color Guard Marching Band Symphonic Band Symphonic Orch Guitar II	Advanced Treble Vocal Production	Drawing I Painting I 3D Art/Fashion I Ceramics I	Graphic Design I Visual Imagery I Video Prod I	Drama II Theatre Tech	Dance Tech II
Intermediate	Color Guard Marching Band Wind Ensemble Concert Orchestra Studio Music	Concert Chorale Vocal Production	Drawing II Painting II 3D Art/Fashion II Ceramics II	Graphic Design II Visual Imagery II Video Prod II	Adv. Drama Theatre Tech	Dance Tech III
Advanced	Color Guard Marching Band Jazz Ensemble Orchestra Winds	Chambers Singers Vocal Production	AP Art Studio AP 2D Design AP 3D Design	3D Graphic Design AP 2D Design Video Prod III	Musical Theatre/Play Production Theatre Tech	Dance Company

ATHLETICS

There will be several opportunities on the Frosh/ Soph level for student athletes to participate. All team sports require tryouts and others welcome new students to the sport. Commitment, determination, and being a team player are key qualities of student athletes. Contact the athletic office or visit the PHS athletics website for information on how to participate in the athletic program at Portola High School.



Gymnasium Construction Rendering

ATHLETIC TEAM SPORTS

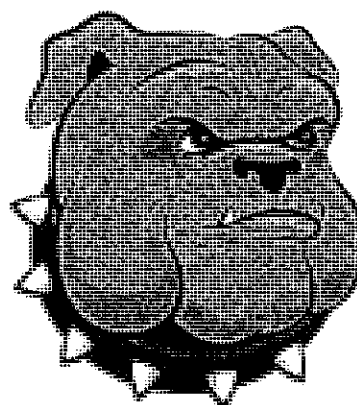
There are 24 athletic teams at Portola High School in which we hope many students will participate. Teamwork, dedication, and leadership are characteristics these students will carry with them after high school. All freshmen will be enrolled in Fit4Life (CO-ED PE) until after tryouts and official rosters are received from each coach.

FALL	TRYOUTS	CUTS
Cross Country	Yes	Yes*
Girls Tennis	Yes	Yes
Girls Volleyball	Yes	Yes
Girls Golf	Yes	Yes
Boys Water Polo	Yes	Yes
Football	Yes	No
Pep Squad	Yes	Yes

SPRING	TRYOUTS	CUTS
Track & Field	Yes	Yes*
Swim	Yes	Yes*
Softball	Yes	Yes
Baseball	Yes	Yes
Boys Golf	Yes	Yes
Boys Volleyball	Yes	Yes
Boys Tennis	Yes	Yes
Girls Lacrosse	Yes	Yes
Boys Lacrosse	Yes	No
Pep Squad	Yes	Yes

WINTER	TRYOUTS	CUTS
Girls Basketball	Yes	Yes
Boys Basketball	Yes	Yes
Girls Soccer	Yes	Yes
Boys Soccer	Yes	Yes
Wrestling	Yes	No
Girls Water Polo	Yes	Yes
Pep Squad	Yes	Yes

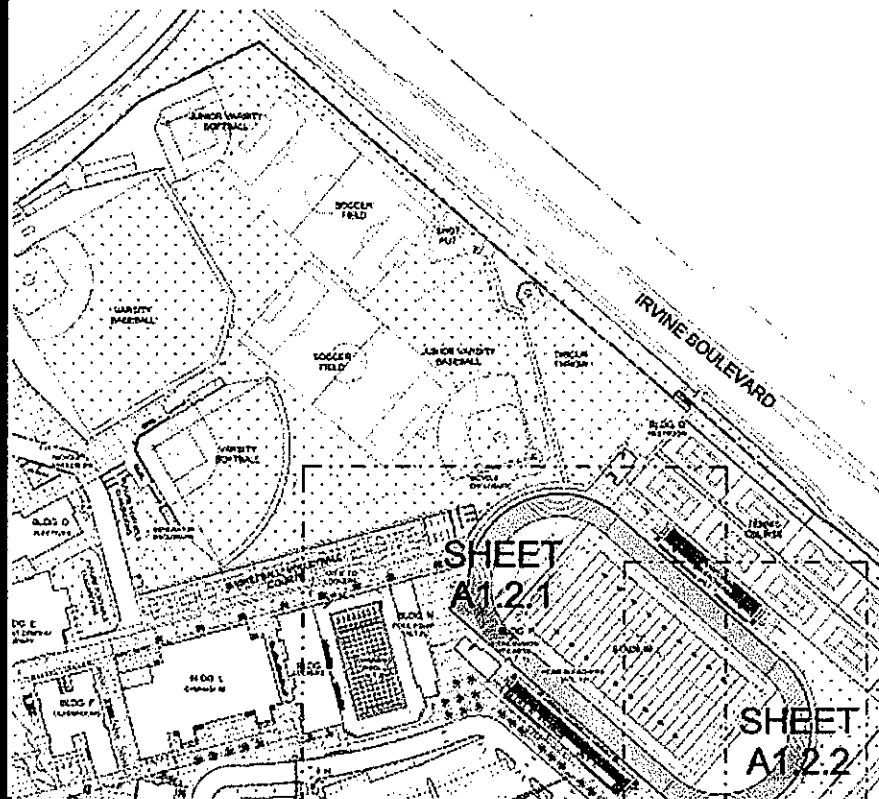
*Athletes must meet minimum standard.



SUMMER SKILLS CAMPS

Students interested in trying out for an athletic team are encouraged to participate in a summer skills camp. This is an opportunity for students to try a sport, develop athletic skills, and learn the specific conditioning exercises helpful for optimum performance in sport(s).

Athletic clearance and prior registration is required for all summer skills camps. Times, costs, and locations will be on the summer skills registration form. The applications will be available on Family Night or on the PHS website.



Athletic Construction Rendering

PARTICIPATION

Prior to participating in athletics (including summer skills camp), students must have athletic clearance. This includes:

1. Proof of health insurance form
2. Heads-Up concussion information form
3. Keep Their Heart in the Game (sudden cardiac arrest form)
4. Parent consent forms (Medical, Transportation, 7th/8th Period Release)
5. Pre-performance physical form
6. Signed PHS athletic code

Turn in the completed packet to the Portola High School offices on the Jeffrey Trail Middle School campus until June 10th. After June 13th students can turn in the completed packet at the front office at Portola High School.

Questions regarding the Portola High School athletic program should be directed to the athletic office 949-936-8207 or Ms. Levensailor, Athletic Director, katherinelevensailor@iusd.org.

PORTOLA HIGH SCHOOL'S

LITERARY AND LANGUAGE ARTS

All learners must complete four years of Literary and Language Arts, including Literary & Language Arts I, U.S. Literary & Language Arts or the Honors equivalents, as well as 20 credits of college-prep, Honors/AP level offerings during grades eleven and twelve. Learners will be able to move from college-prep courses to Honors/AP courses and vice versa, subject to their meeting specified requirements and recommendations for each course.

LEVEL	9TH GRADE	10TH GRADE	11TH/12TH GRADE	11TH/12TH GRADE
College Prep	Lit & Lang 1	United States Lit & Lang	Possible Lit & Lang Courses	Possible Lit & Lang Courses
Honors	Lit & Lang 1H	United States Lit & Lang H		
Possible Lit & Lang Arts Courses: British Literature, Creative Writing, Eastern Literary Traditions, AP Language & Composition, AP Literature and Composition, Literature as Agent of Social Change, Writing for and about Science Technology, and Honors Writing for and about Science Technology				

LEVEL	9TH GRADE	10TH GRADE	11TH/12TH GRADE	11TH/12TH GRADE
Graduation Sequence	Math I A/B	Math I C/D	Elective	Elective
College Prep Sequence	Math I	Math II	Elective	Elective
Enhanced Sequence	Enhanced Math II	Enhanced Math III	AP Calc AB AP Calc BC	AP Stats AP Comp Sci
Honors Sequence*	Algebra II H*	Pre Calc H*	AP Calc AB AP Calc BC	AP Stats AP Comp Sci
Possible Math Electives: Functions, Statistics, and Trigonometry (F.S.T.), Introduction to Computer Science, Introduction to Statistics, Personal Finance, Topics in Calculus				

*This applies if a learner was enrolled in Honors Geometry in 8th grade and meets the Algebra II H requirements.

MATH

All learners must complete a minimum of 20 credits in mathematics including Math I. Learners planning on entering post-secondary education programs, including community college programs requiring math placement tests, are encouraged to take four years of math. Placement into math courses during 9th grade is based on a student's performance and level in the 8th grade math courses. Eighth grade courses are prerequisites only and do not earn high school credit.

PHYSICAL EDUCATION

All learners must complete two years of P.E. and pass the state mandated FITNESSGRAM test (or continue with P.E. until they pass). Fit4Life will equip students with relevant movement knowledge and skills that promote overall health and wellness as learners build positive fitness habits for the rest of their lives.

LEVEL	9TH GRADE	10TH—12TH GRADE
P.E. Classes	Fit4Life Dance Marching Band Color Guard	P.E. Electives: Advanced Weight Training, Advanced Fitness, Court Sports, and Field Sports
Athletics	Fall, Winter, and Spring Sports	

POSSIBLE SEQUENCE OF COURSES

SCIENCE

LEVEL	9TH GRADE	10TH GRADE	11TH/12TH GRADE	11TH/12TH GRADE
College Prep	Living Earth CP	Chemistry of the Earth CP	Physics in the Universe	Science Elective
Honors	Living Earth H	Chemistry of the Earth H	AP Physics	Science Elective
Possible Science Electives: Anatomy and Physiology, Marine Science, Biotechnology, AP Biology, AP Chemistry, and AP Environmental Science				

All learners must complete two years of science. Learners planning to enroll in a four-year college or university are recommended to complete a minimum of three lab science courses, whereas those planning on majoring in science or math are recommended to complete four or more science courses.

SOCIAL STUDIES

All learners must complete Modern World History, United States History, American Government and Civics, and Senior Passion Project (Economics credit) or the Honors/AP equivalents for these courses. Learners will be able to move from college prep courses to Honors/AP courses and vice versa, subject to meeting the requirements for each course.

LEVEL	9TH GRADE	10TH GRADE	11TH/12TH GRADE	11TH/12TH GRADE
College Prep	Modern World History	United States History	Elective	American Gov. & Civics and Passion Project
Honors	Modern World History H	U.S. History H or AP Human Geography	Elective AP U.S. Hist or U.S. Hist H *	AP Amer. Gov. & Politics and Passion Project
Possible Social Studies Electives: AP World History, AP Psychology, AP Macroeconomics, Religious Studies, Archaeology, Sociology, and Personal Finance				

*This applies if a learner enrolls in AP Human Geography their 10th grade year.

LEVEL	9TH GRADE	10TH GRADE	11TH/12TH GRADE	11TH/12TH GRADE
College Prep Spanish	Level 1 or 2	Level 2 or 3	Level 3 or H	H or AP Level*
College Prep Other	Level 1	Level 2	Level 3	H or AP Level*
Possible World Language Electives: Chinese, French, German, Korean, and Spanish				

*This applies if a learner begins World Language his or her 9th grade year.

WORLD LANGUAGE

Admission to a University of California or California State University requires a minimum completion of two years of the same language in 9th through 12th grade. Placement into the second year course as a freshman is based on the student's performance in the 8th grade language course.

BELL SCHEDULE

MON	TUES	WED	THURS	FRI
1-8	1,3,5,7	2,4,6,8	1,3,5,7	2,4,6,8
8:00-3:30 45 min periods	8:30-3:30 Collab 7:30-8:30 80 min periods 25 min Advisory	8:00-3:30 80 min periods 40 min Office Hours	8:00-3:30 80 min periods 40 min Office Hours	8:30-3:30 Collab 7:30-8:30 80 min periods 25 min Advisory

MONDAY SCHEDULE

Period	Start	End
Period 1	8:00 AM	8:45 AM
Period 2	8:51 AM	9:36 AM
Period 3	9:42 AM	10:27 AM
Break	10:27 AM	10:41 AM
Period 4	10:47 AM	11:32 AM
Period 5	11:38 AM	12:23 PM
Lunch	12:23 PM	12:57 PM
Period 6	1:03 PM	1:48 PM
Period 7	1:54 PM	2:39 PM
Period 8	2:45 PM	3:30 PM

BLOCK SCHEDULE: TUESDAY & FRIDAY

Collaboration	7:30 AM	8:24 AM
Period 1/2	8:30 AM	9:49 AM
Advisement	9:49 AM	10:14 AM
Break	10:20 AM	10:30 AM
Period 3/4	10:36 AM	11:55 AM
Lunch	11:55 AM	12:30 PM
Period 5/6	12:36 PM	1:55 PM
Break	1:55 PM	2:05 PM
Period 7/8	2:11 PM	3:30 PM

BLOCK SCHEDULE: WEDNESDAY & THURSDAY

Period 1/2	8:00 AM	9:23 AM
Office Hours	9:23 AM	10:02 AM
Break	10:08 AM	10:18 AM
Period 3/4	10:24 AM	11:47 AM
Lunch	11:47 AM	12:22 PM
Period 5/6	12:28 PM	1:51 PM
Break	1:51 PM	2:01 PM
Period 7/8	2:07 PM	3:30 PM

FRESHMAN SCHEDULING OPTIONS

Students will take 6 classes with a possibility of two extra classes.

The following are the five classes required for all freshmen: Literary and Language Arts, Math, Physical Education, Science, and Social Studies. Please see rows 1 through 5 on the course selection sheet.

The remaining sixth class is an elective which can be a World Language, Visual Arts, or Performing Arts course. Please see row 6 on the course selection sheet.

If desired, students have the option to take extra electives. Please see rows 7 and 8 on the course selection sheet.

If a student is interested in participating in the ASB Leadership class, students are selected through election or appointment. Depending on the student's course selection and schedule, this would be in place of an elective (6th class) or an additional elective (7th or 8th class). Please see the ASB section on page four.

If a student is interested in a team sport, try-outs are mandatory. Coaches will add students to their roster after a student is placed on the team. This class would be in place of their Physical Education class. Please see the Athletics section on pages six and seven.

PORTOLA HIGH SCHOOL 9TH GRADE COURSE SELECTION

Middle School _____ Student ID# _____
 Student Name _____ Parent Signature _____
 Student Email _____ Parent Email _____

CLASS*	SUBJECT	COURSE OFFERINGS																					
1	Literary & Language Arts	Course #: _____ Course Title: _____ 1207 Lit & Lang CP 1122 Lit & Lang H 1071 Lit & Lang SH																					
2	Mathematics	Course #: _____ Course Title: _____ 3255 Math I AB(2 year course) 3507 Algebra 2 3047 Math I 3517 Algebra 2 H 3049 Math II 3051 Enhanced Math II																					
3	Physical Education Every student must select one P.E. option. Coaches will add students to their roster after they attend a try-out and are placed on a team sport.	Course #: _____ Course Title: _____ 4265 Fit4Life 4424 Dance Tech 1 7511 Fall Marching Band (must be concurrently enrolled in a Music Ensemble)																					
4	Science	Course #: _____ Course Title: _____ 5135 Living Earth CP 5128 Living Earth H 5133 Living Earth SH																					
5	Social Studies	Course #: _____ Course Title: _____ 6253 Modern W. History CP 6219 Modern W. History H 6225 Modern W. History SH																					
6	Elective If you select a world language class as your 6th class, please list your 1st choice and 2nd choice languages. If you select a Visual or Performing Arts class as your 6th class, please list your 1st choice and 2nd choice electives. Descriptions are on page 12.	1st Choice: Course #: _____ Course Title: _____ 2nd Choice: Course #: _____ Course Title: _____ <table border="0"> <tr> <td>World Languages</td> <td>Visual & Performing Arts</td> <td></td> </tr> <tr> <td>2501 Chinese 1</td> <td>7251 Yearbook</td> <td>7603 Concert Choral</td> </tr> <tr> <td>2012 French 1</td> <td>7036 Digital Media Arts</td> <td>7710 Drama 1</td> </tr> <tr> <td>2112 German 1</td> <td>7510 Symphonic Band</td> <td>7765 Technical Theater</td> </tr> <tr> <td>2410 Korean 1</td> <td>7527 String Orchestra</td> <td>7511 Fall Marching Band</td> </tr> <tr> <td>2312 Spanish 1</td> <td>7535 Jazz Ensemble</td> <td>7563 Color Guard</td> </tr> <tr> <td>2322 Spanish 2</td> <td>7579 Guitar 1</td> <td></td> </tr> </table>	World Languages	Visual & Performing Arts		2501 Chinese 1	7251 Yearbook	7603 Concert Choral	2012 French 1	7036 Digital Media Arts	7710 Drama 1	2112 German 1	7510 Symphonic Band	7765 Technical Theater	2410 Korean 1	7527 String Orchestra	7511 Fall Marching Band	2312 Spanish 1	7535 Jazz Ensemble	7563 Color Guard	2322 Spanish 2	7579 Guitar 1	
World Languages	Visual & Performing Arts																						
2501 Chinese 1	7251 Yearbook	7603 Concert Choral																					
2012 French 1	7036 Digital Media Arts	7710 Drama 1																					
2112 German 1	7510 Symphonic Band	7765 Technical Theater																					
2410 Korean 1	7527 String Orchestra	7511 Fall Marching Band																					
2312 Spanish 1	7535 Jazz Ensemble	7563 Color Guard																					
2322 Spanish 2	7579 Guitar 1																						
7 & 8	Extra Elective(s) These would be extra periods above and beyond the 6 periods above. Descriptions are on page 12.	#7 Course #: _____ Course Title: _____ #8 Course #: _____ Course Title: _____ <table border="0"> <tr> <td>7251 Yearbook</td> <td>7579 Guitar 1</td> <td>7511 Fall Marching Band</td> </tr> <tr> <td>7510 Symphonic Band</td> <td>7603 Concert Choral</td> <td>7563 Color Guard</td> </tr> <tr> <td>7527 String Orchestra</td> <td>7710 Drama 1</td> <td></td> </tr> <tr> <td>7535 Jazz Ensemble</td> <td>7765 Technical Theater</td> <td></td> </tr> </table>	7251 Yearbook	7579 Guitar 1	7511 Fall Marching Band	7510 Symphonic Band	7603 Concert Choral	7563 Color Guard	7527 String Orchestra	7710 Drama 1		7535 Jazz Ensemble	7765 Technical Theater										
7251 Yearbook	7579 Guitar 1	7511 Fall Marching Band																					
7510 Symphonic Band	7603 Concert Choral	7563 Color Guard																					
7527 String Orchestra	7710 Drama 1																						
7535 Jazz Ensemble	7765 Technical Theater																						

* Class #1-6 are the number of classes required for each student. Class #7-8 are extra classes. This graphic does not represent periods #1-8.

2016 - 2017 PERFORMING ARTS

Concert Chorale: Concert Chorale will be Portola's first vocal music ensemble. It is designed for all levels of student in mind, from those with extensive vocal training as well as the students that just love to sing. Students will sing a variety of musical styles—from classical to popular—throughout the year for concerts, festivals, and showcases. Concert Chorale is open to all students and there is NO audition.

Drama 1: Drama 1 is an introductory course for students interested in experiencing and cultivating their talents in the dramatic arts. Students will explore and develop stage presence, public speaking, voice, diction, pantomime, character/scene creation, and how to interpret dramatic literature. Students involved in Drama 1 will also be cast as parts in Scene Shows and Play Productions throughout the year.

Dance Technique 1: Dance Technique 1 is a dance course intended for all levels of student, which focuses on dance as a form of art. Students will be exposed to a variety of styles of dance including jazz, hip hop, and ballet among others. Students will work together in small and large groups to learn both choreography and performance techniques in each dance style. There is NO audition for this class, however, as demand necessitates the class will eventually split into Dance Tech 1 (Beginning), Dance Tech 2 (Intermediate), and Dance Theatre (Advanced).

Guitar 1: Guitar 1 is the first class in a series of 3 classes designed for students wishing to explore music outside of a more traditional Wind Band or Orchestral setting. Students will be introduced to both classical guitar technique as well as other popular styles of music. Organized for a more independent pace of learning in mind, students will be engaged with solo literature, small ensemble playing, as well as introductions to music technology and recording software.

Jazz Ensemble: Jazz Ensemble is an audition-based ensemble where students will begin to learn and explore the idiom of Jazz music. Jazz Ensemble begins during Second Quarter, after Marching Band ends, therefore students interested in Jazz Ensemble must be enrolled in Marching Band for the First Quarter of the year. Students will be exposed to a number of Jazz styles including: Swing, Latin, Bebop, and more. Modeled after traditional Big Band Instrumentation, the Jazz Ensemble is made of Trombones, Trumpets, Saxophones, Piano, Drums, Bass, & Guitar.

Marching Band (The Pride of Portola): The Pride of Portola Marching Band brings together aspects of music, movement, and leadership. This is a great opportunity to get involved in establishing the school culture and spirit at Portola. Students will have opportunities to perform in both competitive and non-competitive settings at Pep Rallies, Football Games, Field Tournaments, and Parades. Being a part of the Marching Band satisfies one (1) semester of a student's Physical Education requirement. All Marching Band students must be concurrently enrolled in another music ensemble – Symphonic Band, String Orchestra, and/or Concert Chorale. This is a great ensemble for students to develop their musicianship on secondary instruments. The Marching Band summer camp gets students ready to perform for the opening of school as well as our first competitions early in the school year.

String Orchestra: String Orchestra will be the first orchestral performing ensemble available at Portola. This ensemble meets the needs of all student ability levels. Whether a student is a beginner or an advanced musician, this course will allow students to work in a variety of small and large ensemble contexts. Auditions are NOT necessary for this course, however as demand necessitates this course will eventually be split into Symphonic Orchestra (Beginning-Intermediate) and String Orchestra (Intermediate-Advanced).

Symphonic Band: Symphonic Band will be the first concert Wind and Percussion Ensemble available at Portola. This ensemble meets the needs of all student ability levels. Whether a student is a beginner or an advanced musician, this course will allow students to work in a variety of small and large ensemble contexts. Auditions are NOT necessary for this course, however, as student demand necessitates, this course will eventually be split into Symphonic Band (Beginning-Intermediate) and Wind Ensemble (Intermediate-Advanced).

Technical Theater: Technical Theater is a hands-on course where you will learn set design, costume design, make-up artistry, fly rigging, lighting, sound, prop design, stage crew and theater management.

2016 - 2017 VISUAL ARTS

Yearbook

Yearbook is a multimedia arts class designed to document and create the yearbook for Portola High School. Students will use photo and video to capture the students, faculty, clubs, and events throughout the inaugural year at Portola High School.

Digital Media Arts

Digital Media Arts offers students an opportunity to learn and explore the principles of Photography, Video, and Digital Design. This course will be the pre-requisite for future digital arts classes at Portola. Students will explore and apply fundamental design concepts using programs such as Illustrator, Final Cut, and Photoshop. They will spend equal time creating print and motion materials.

PHS PERFORMING ARTS INTEREST FORM

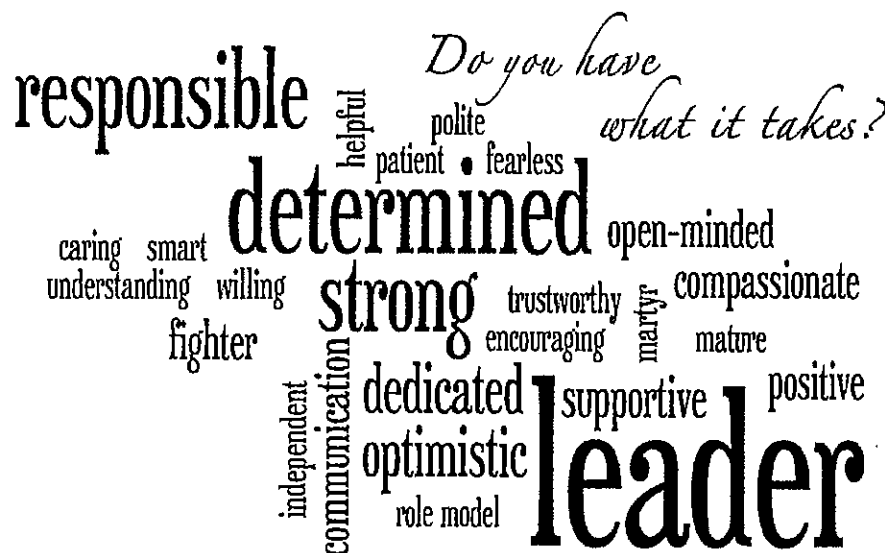
Marching Band, Color Guard, Wind & Percussion Ensemble, Orchestra, Dance, Theater, Vocal Music

Turn this form in during course registration or to the Portola High School Administrative Offices. This information will be forwarded to the Program Director and he or she will contact you regarding "How to Participate" and any necessary audition schedules. For Further Information, Please Contact: Mr. Stevens, VAPA Chair, DesmondStevens@iusd.org

Student Name _____ Home Phone _____
 Parent/Guardian _____ Cell Phone _____
 Middle School Attended _____ Work Phone _____

Check the Performing Arts Programs that you are interested in. The director will contact you with more information.

<input type="checkbox"/> Marching Band <input type="checkbox"/> Jazz Ensemble What instrument(s) do you play? Primary _____ Other(s) _____ What level are you? Beginner _____ Intermediate _____ Advanced _____
<input type="checkbox"/> Symphonic Band What instrument(s) do you play? Primary _____ Other(s) _____ What level are you? Beginner _____ Intermediate _____ Advanced _____ Do you currently take Private Lessons? _____ If yes, who is your teacher? _____
<input type="checkbox"/> Orchestra What instrument(s) do you play? Primary _____ Other(s) _____ What level are you? Beginner _____ Intermediate _____ Advanced _____ Do you currently take Private Lessons? _____ If yes, who is your teacher? _____
<input type="checkbox"/> Vocal Music What level are you? Beginner _____ Intermediate _____ Advanced _____ Do you have formal singing training? _____ If yes, please describe. _____
<input type="checkbox"/> Dance Program <input type="checkbox"/> Dance Technique <input type="checkbox"/> Color Guard What level are you? Beginner _____ Intermediate _____ Advanced _____ Do you have formal dance training? _____ If yes, please describe. _____
<input type="checkbox"/> Drama 1 <input type="checkbox"/> Theater Tech What level are you? Beginner _____ Intermediate _____ Advanced _____ Do you have formal acting training? _____ If yes, please describe. _____



Our Staff's Personal Message to You

Welcome Bulldog!

Each of the staff and faculty members is committed to the success of each and every Bulldog. Whether you are interested in leadership, athletics, the arts, or academics, the opportunities to get involved and develop a variety of valuable skills are endless. We are here to answer your questions, ease your transition into 9th grade, and support you in any way you might need. We can't wait to meet you! Woof!

-The PHS Leadership Team

Mrs. Jelenick *Mr. Smith* *Mrs. Quinn*
Mrs. Gibson *Mrs. Tuttle* *Mr. Stearns*
Mrs. Goddard *Mr. Robinson*
Mrs. Paulsen *Mrs. Sanchez*
Mrs. W. Fredricks *Mrs. Shaffner*
Mr. Rasmussen *Mr. Allen*

Irvine Unified School District is committed to equal opportunity for all individuals in education. District programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, nationality, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The District does not discriminate in enrollment in or access to any of the activities and programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework where applicable. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs.

Equity/Title IX Compliance Officer: Keith Tuominen, 5050 Barranca Pkwy, Irvine, CA, 92617, Phone (949)936-5047

PORTOLA HIGH SCHOOL

VISION

Where Every Learner
Belongs, Contributes, and
Thrives

MISSION

To guide learners toward
excellence and
citizenship in a safe,
engaging and inspiring
learning environment.

BULLDOG VALUES

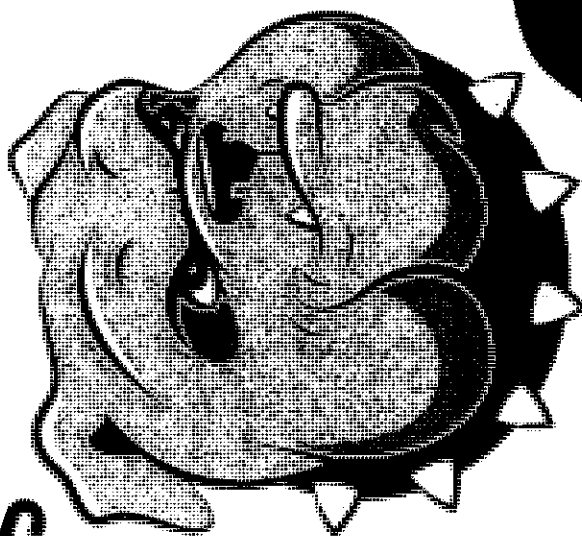
Perseverance
Respect
Integrity
Drive
Empathy

LEARNER OUTCOMES

All learners will be:
Capable
Creators
Communicators
Contributors

NOTES

CHOCOLATE
SHT
HIGHLIGHTS
FAMILY OF
CLAWS
CLAS





WELCOME

Welcome Message

Introductions:

- John Pehrson, Principal
- Amy Paulsen, Assistant Principal
- Melissa Gibson, Counselor
- Pam Quiros, Library Media Specialist

TONIGHT'S AGENDA



- How To Make High School A Success
- 9th Grade General Enrollment Information
- Course Enrollment
- Curriculum
- Freshman Orientation
- Counseling Program Information
- Graduation & College Preparatory Requirements
- Summer School
- Questions



TRANSITION TO HIGH SCHOOL

- Establish Expectations
- Encourage Exploration
- Promote Balance



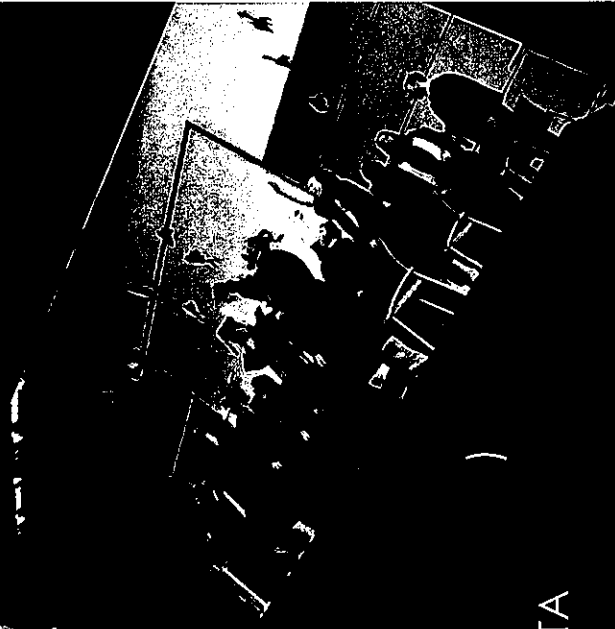
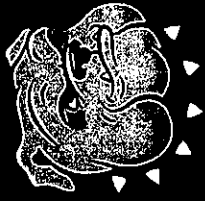
Photo Credit: Good Free Photos



GETTING INVOLVED

- Theatre
- Band
- Orchestra
- Choir
- Student Government (ASB)
- Academic Teams
- Athletics
- Community Service
- Clubs: Academic, Service, & Social
- Pep Squad

SUCCESSFUL ACADEMIC CAREER



- Maintain Good Attendance
- Use Your Planner
- Establish Effective Study Habits
- Do "Your" Best Work
- Monitor Your Progress ()
- Get To Know Your Counselor & TA
- Visit The Learning Commons
- Read!



WHY DOES 9TH GRADE COUNT?

- Foundation Year
- Teacher Recommendations
- Habits Formation
- Knowledge Gain
- Confidence Growth
- Relationship Changes
- Goals Consideration

COURSE ENROLLMENT

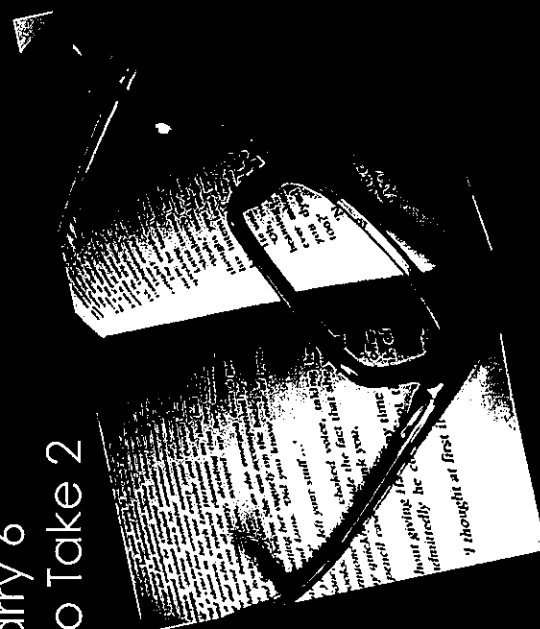


- Registration appointment information is on your student's packet. An email will be sent out with the registration time and date as well.
 - At Lake Side, Plaza Vista, Sierra Vista, & Vista Verde: April 25
 - At Jeffrey Trail Students: April 26 & 27
 - At Rancho, South Lake, Venado: April 28
- 9th Grade Course Enrollment (2 out of 3):
 - 8th Grade Performance: Trimester grades & End of course exam/project
 - 8th Grade Teacher Recommendations: IUSD Honors Characteristics
- Bring To Registration Appointment:
 - Course Request Worksheet Filled Out
 - VAPA Interest Form

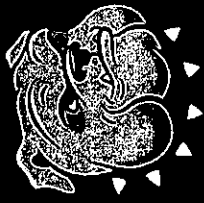
CORE CURRICULUM



- Literary And Language Arts
- Modern World History
- Math Class
- Living Earth Science
- Fit 4 Life Or Athletics
- World Language Or Elective
- All Students Are Required To Carry 6 Classes And Have The Option To Take 2 Extra Electives



ELECTIVE OPTIONS



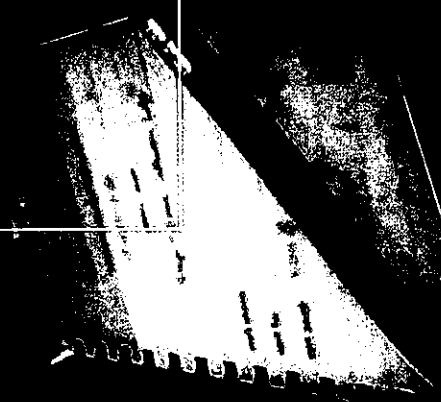
- Please Review Course Descriptions Before Registration Appointment
- All Students May Choose One Elective
 - If not choosing a World Language
 - If Marching Band is selected, they will choose another music ensemble as well
- Students May Choose Two Electives If Among The Following
 - Sport, Yearbook, Symphonic Band, String Orchestra, Jazz Ensemble, Guitar, Concert Choral, Drama, Technical Theater, Fall Marching Band, or Color Guard



CLASS SCHEDULE



Monday	Tuesday	Wednesday	Thursday	Friday
Periods 1-8	Periods 1,3,5,7	Periods 2,4,6,8	Periods 1,3,5,7	Periods 2,4,6,8
8:00 – 3:30 45 min Periods	8:30 – 3:30 Collab 7:30 – 8:30 80 min periods 25 min Advisory	8:00 – 3:30 80 min periods 40 min office hours	8:00 – 3:30 80 min periods 40 min office hours	8:30 – 3:30 Collab 7:30 – 8:30 80 min periods 25 min Advisory



STUDENT SCHEDULE



Classes	Subject	Schedule
5 Classes	Literary & Language Arts Math PE (Fit4Life) Science Social Studies	Monday: 8:00 – 1:48 Tuesday & Friday: 8:30 – 1:55 Wednesday & Thursday: 8:00 – 1:51
1 Class	Elective Option OR Word Language Option	
OPTIONAL 1 or 2 Extra Classes	Elective Options Only: Yearbook, Symphonic Band, String Orchestra, Jazz Ensemble, Guitar, Concert Choral, Drama, Technical Theater, Color Guard	7 classes Mon: 2:39 Tues/Fri: 2:05 Wed/Thurs: 2:01 8 classes Mon – Fri: 3:30

VAPA SCHEDULE



Classes	Subject	Schedule
5 Classes	Literary & Language Arts Math Marching Band (or PE) Science Social Studies	Monday: 8:00 – 1:48 Tuesday & Friday: 8:30 – 1:55 Wednesday & Thursday: 8:00 – 1:51
1 Class	Elective Option OR Word Language Option	
OPTIONAL 1 or 2 Extra Classes	Elective Options Only: Yearbook, Symphonic Band, String Orchestra, Jazz Ensemble, Guitar, Concert Choral, Drama, Technical Theater, Color Guard	7 classes Mon: 2:39 Tues/Fri: 2:05 Wed/Thurs: 2:01 8 classes Mon – Fri: 3:30

Students will complete VAPA interest forms found in their Registration Newsletter and will submit these during their registration April 25-28. Students and parents will be contacted regarding summer camps, as well as information will be available online.

ATHLETIC SCHEDULE



Classes	Subject	Schedule
4 Classes	Literary & Language Arts Math Science Social Studies	Monday: 8:00 – 3:30 Tuesday & Friday: 8:30 – 3:30 Wednesday & Thursday: 8:00 – 3:30
2 Classes	1 Elective & World Language OR 2 Electives	
7 th & 8 th Period	Team Sport Practice	

Students completed electronic interest athletic forms in the athletic session this evening. Students and parents will be contacted regarding summer camps, as well as information will be available online.



FRESHMAN ORIENTATION

- Registration information will be on our website as well as emailed out at the end of the school year.
- **Freshman Orientation: Wednesday August 17**
 - 9:00 AM – 12:30 AM: Students attend entire session
 - Welcome Assembly, Teacher Advisor Led, Campus Tour, Schedule, Books, Yearbook Picture, ID Card, Purchase Items & Donations, House Spirit Assembly, & Lunch
- **Parent Orientation: Wednesday August 17**
 - 6:00 PM – 7:00PM: Parents attend entire session
 - 7:00 PM – 8:00 PM: Optional Seminars
 - Parent BBQ, Meet Your Student's TA, Campus Tours, & PTSA Sponsored Seminars
- **First Day Of School: Wednesday August 24**

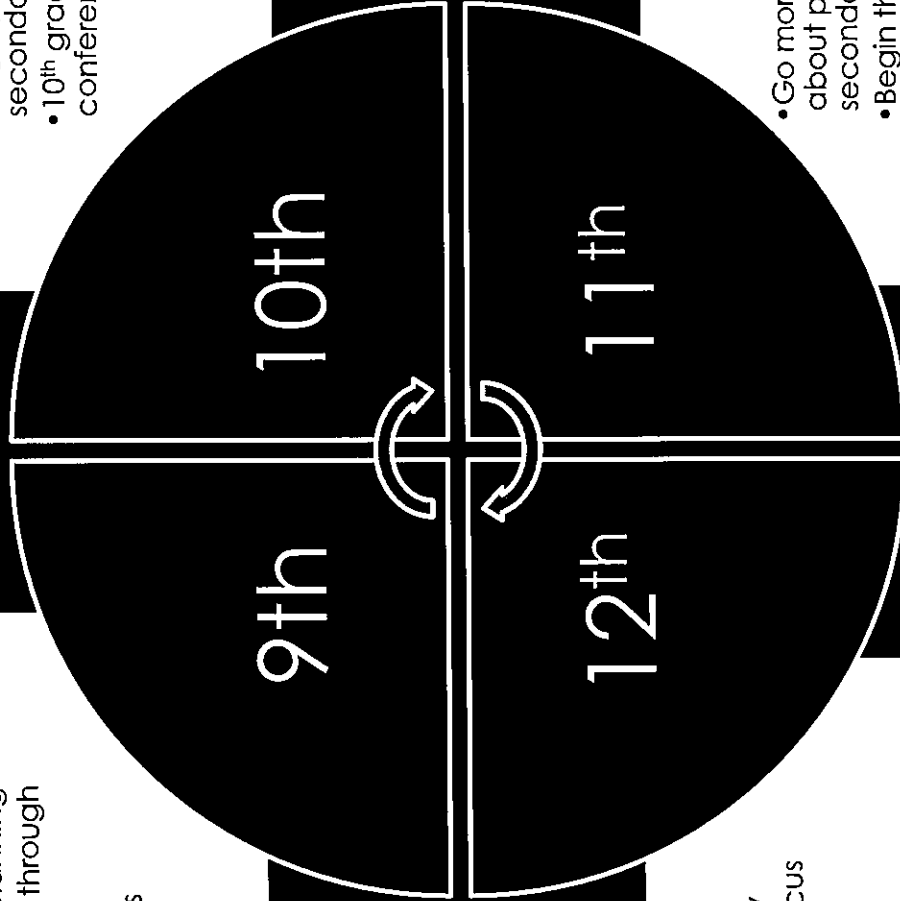


COUNSELING PROGRAM AT A GLANCE



- Academic planning
- 4- year plan through advisement
- Graduation requirements
- Fostering relationship

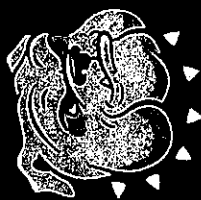
- Begin post secondary planning
- 10th grade conference



- Post-Secondary
- Keeping the focus on academics
- College

- Go more in depth about post-secondary plans
- Begin the application process

COUNSELING & TEACHER ADVISEMENT



Advisors

- Weekly Visits
- Academic Planning/
Scheduling
- Portfolio/
Passion Project

Student
Centered

Counselors

- Quarterly Visits
- In-Depth Academic
Planning
- Parent and
Student
Conferences
- Personal/ Social
Counseling
- Parent coffee's



SUPPORT FOR ACADEMIC SUCCESS

Parent Coffees

Counseling
Department

Peer Tutoring
Program

Online Resources

- PHS WEBSITE:
- Parent Portal:
my.iusd.org



Academic
Success



Office Hours

ADDITIONAL RESOURCES



- For More Information, Please See The Following Sites And Links:
 - – Links To The District Calendar, District-wide Events Notices, Health Services Information, Etc.
 - – Parent And Student Portal Account Set-up; Information About Student's Attendance, Grades, Assignments, Etc. Also Accessible Through The 'Parent Resources' Link On The District Web Page Or PHS Website.
 - Starting April 14th 8th Grade Teacher Recommendations Will Be Available Via Parent Portal



GRADUATION REQUIREMENTS

- 215 Credits
- Specific Subject Requirements



DIPLOMA VS. 4-YEAR COLLEGE REQUIREMENTS



Minimum Graduation

Subject Requirements

- 40 Credits English
- 20 Credits Math (Must Include Math 1)
- 20 Credits Science
- 10 Credits World History
- 10 Credits US History
- 10 Credits Political Economy
- 10 Credits Visual/Performing Arts/LOTE
- 20 Credits Physical Education
- 5 Credits Health
- 70 Credits Electives
- = 215 Credits

Minimum College/Graduation

Subject Requirements UC/CSU

- 40 Credits English
- 30 Credits Math (Must Include Algebra 2 Or Math 3)
- 20 Credits Laboratory Science
- 10 Credits World History
- 10 Credits US History
- 10 Credits Political Economy
- 20 Credits LOTE
- 10 Credits Visual/Performing Art
- 20 Credits Physical Education
- 5 Credits Health
- 40 Credits Electives
- = 215 Credits (150 College Prep)

Note: CSU/UC requirements must be met with university of California "a-g" subject; see PHS Program of Studies on the Portola High School website. **Please note:** requirements for private colleges may vary from school to school.

IUSD SUMMER SCHOOL



Open Classes For 9th Graders

- Health/ Sheltered Health
- Fundamentals Of Art
- Math I A/B- Remediation Only
- ELD Study Skills
- Spanish 1B- Remediation Only

Registration:

- JTMS (Portola Office): Thursday, April 14, 2:00 PM -4:00 PM
- IUSD Learning Center: Friday, April 22, 11:00 AM – 6:00 PM



IPSF SUMMER ENRICHMENT ACADEMY



On-line Registration

Enrichment Classes Only (No Credit Issued)

- Jump Start Math I, Jump Start Math II
- Jump Start Algebra II
- Jump Start Pre-Calc
- Jump Start Latin I
- Reading And Writing Skill Building, Reading And Writing Fundamentals For English And Language Learners
- Public Speaking

- Public Speaking For English Study Skills
- Making Money
- Improv/ Comedy Acting Camp
- Advanced Reading And Writing Bootcamp
- Students, Startups, Success
- Language Learners
- Visual Literacy
- The Youth Americas
- Steam Academy: Real World Exploration

NEXT STEPS



- Review Materials Received At Family Night
- Ask You Student About PHS Houses, Mascot Name, Tradition Ideas And The Spirit Cheer
- Locate Day And Time Of Your Registration Appointment On Your Packet
- Check Parent Portal For Courses Recommended By 8th Grade Teachers
- Use The Course Request Worksheet To Select Courses
- Attend Your Registration Appointment April 25th-28th and Bring Your Course Selection Sheet and VAPA Interest Form
- Summer – Complete Online First-day Packet
- Summer – Attend Freshman Orientation August 17th

THANK YOU FOR COMING



- Closing Comment:
- Video
- Amy Paulsen/ John Pehrson
- Counselor And Staff Available Outside To Answer Any Questions
- Please join PTSA, have your student pick up their T-shirt, and enjoy dinner, donations welcome!
- Follow us on Twitter @portolabulldogs



New Member School Evaluation Form

School Name River Springs Charter School- Hemet

Principal Nikia Hovey

Yrs. as Principal first year

CIF/Athletic Background? Y ☒ N

Athletic Director Dax McGregor

Yrs. as A.D. second year

CIF/Athletic Background? ☒ Y N

Date of Contact

Notes

Visit/Phone April 19, 2016 Met with A.D. Dax McGregor and Nikia Hovey. Toured facilities; met with students and staff

Visit/Phone _____

Enrollment	Current	Next Year	Target
Grade 9	48	50	50
Grade 10	24	48	48
Grade 11	21	24	24
Grade 12	24	21	21

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	Basketball	Cross Country	Basketball
Track/Field		Track/Field	

Current Athletic Competition: None. River Springs- Temecula currently fields athletic teams

Facilities: On-site facilities are minimal, however, practice facilities are available off campus about 5 miles away in local Recreation/Park District gymnasium and fields.

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: Although the current on-site facilities are minimal at best, there is a plan to utilize a local gymnasium that is within a short driving distance of the school site. Plans are currently in place to relocate the school site to a larger site which is directly adjacent to the practice and game facility. Staff and Administration have a commitment to athletics as an option for students, who at this time do not have any access. The principal has a deep background in athletics in the state of Virginia and currently serves as a cheerleader competition judge for regional and national events. The AD is currently serving in the Temecula campus of River Springs but will soon be transferred to the Hemet site. He has extensive background in coaching and as an assistant AD, and currently serves as the AD (full time) in Temecula.

Membership Recommendation: ☒ Recommend ☐ Do not Recommend

John Norman
Executive Committee Member - Area Representative

Revised 6/3/15



CIF Southern Section Application for Membership
2016-17 School Year
ALL INFORMATION MUST BE TYPED

Name of School River Springs Charter School / Hemet Student Center.
Street Address 105 N. Girard St.
City and Zip Code Hemet CA. 92544
School Telephone 951.225.7150 Athletic Telephone 951.488.8601 Fax _____
School Website springscharterschools.org

Type of School (Check where applicable)

	Grades 9-12	Grades 10-12	Public	Private	Coed	All Boys	All Girls
Number of Students per Grade (Current Year)	9 th <u>48</u>	10 th <u>24</u>	11 th <u>21</u>	12 th <u>24</u>			
Total Number of Current Year Students	<u>117</u>						
Anticipated Future Enrollment	3 Years Hence <u>152</u>	5 Years Hence <u>175</u>					
New Public High Schools under Construction – Planned Opening Date	<u>n/a</u>						
Charter Schools Only – Chartering District/Institution	<u>River Springs Charter Schools.</u>						

Athletic Program Goals and Objectives

To develop the values of commitment, loyalty, teamwork and responsibility.
Athletes will learn how to represent the community, themselves, the school and families in a positive matter.

Athletic Administration

Name of Principal	<u>Nikia Hovey</u>	Principal's email	<u>nikia.hovey@springscs.org</u>
Name of Athletic Director	<u>Debbie Essel</u>	Athletic Director's email	<u>debbie.essel@springscs.org</u>

Accreditation

WASC (Western Association of Schools & Colleges) 43517 Ridge Pk Dr. #100 Temecula, CA 92590
Name and Address of Accrediting Organization

Facilities

Sport

Volleyball

Cross Country

Basketball

Track & Field

Practice Facility

Hemet Student Center

Hemet Student Center

Hemet Student Center

Hemet Student Center

Game Site and Location

Initial Participation Levels

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

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	V	V	Winter	Basketball	JV	JV
	Field Hockey				Soccer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field	V	V				
	Volleyball						

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

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

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

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

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

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

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

Date _____

Date _____

CIF Southern Section Executive Committee Review and Approval Status

Date _____

Approved

Probationary

Full, Restricted

Full, Unrestricted

Denied

Area Placement

Commissioner of Athletics



New Member School Evaluation Form

School Name: **Sequoyah High School**

Principal: **Marc Along**

Yrs. as Principal 1

CIF/Athletic Background? **HS athletics**

Athletic Director: **Patricia Han**

Yrs. as A.D. 1

CIF/Athletic Background? **None**

Date of Contact: **4/27/16**

Notes

Visit/Phone: **5/2/16: School visit and meeting with principal and athletic director**

Enrollment	Current	Next Year	Target
Grade 9	0	49	50
Grade 10	0	11	50
Grade 11	0		50
Grade 12	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 Junior Varsity	Girls Varsity	Girls Junior Varsity
See attached	See attached	See attached	See attached

Current Athletic Competition: **None. Middle school participates in middle school league competitions. Most of the expected athletes will have participated in this competition**

Facilities: **See attached**

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: **School has a strong academic commitment. Principal and athletic director appear well organized in planning for the addition of high school athletics. Coaching roster appears to be well staffed for a new, small high school**

Membership Recommendation: **RECOMMENDED FOR PROBATIONARY STATUS**

Loren Kleinrock **Foothill Area**
Executive Committee Member - Area Representative

Revised 6/3/15

5C6

V # 5826



**CIF Southern Section Application for Membership
2016-17 School Year
ALL INFORMATION MUST BE TYPED**

Name of School Sequoyah High School
Street Address 301 North Orange Grove Boulevard
City and Zip Code Pasadena 91001
School Telephone 626-441-2076 Athletic Telephone 626-441-2076 ext. 227 Fax 626-441-2858
School Website hs.sequoyahschool.org

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 40 10th 10 11th 0 12th 0
Total Number of Current Year Students 50
Anticipated Future Enrollment 3 Years Hence 200 5 Years Hence 200

New Public High Schools under Construction – Planned Opening Date _____

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

The athletic program is focused on developing individual sportsmanship,
physical skill and stamina, teamwork strategies and exhilaration in play.

Athletic Administration

Name of Principal Marc Alongi Principal's email malongi@sequoyahschool.org
Name of Athletic Director Patricia Han Athletic Director's email phan@sequoyahschool.org

Accreditation

WASC, 43517 Ridge Park Drive #100 Temecula, CA 92590

Name and Address of Accrediting Organization

Facilities

Sport	Practice Facility	Game Site and Location
Cross country	Arroyo Seco, Crossfit Crown City	
Tennis	Rose Bowl Tennis Center	
Volleyball	New Revelation Church Gym	New Revelation Church Gym
Basketball	New Revelation Church Gym	New Revelation Church Gym
Soccer	Brookside Park, Eagle Rock Recreation Center	Brookside Park, Eagle Rock Recreation Center
Swimming/Diving	Rose Bowl Aquatics Center	
Track/Field	to be determined	

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	JV, F-S	JV, F-S	Winter	Basketball	JV, F-S	JV, F-S
	Field Hockey				Soccer	JV, F-S	JV, F-S
	Football				Water Polo		
	Golf				Wrestling		
	Tennis		JV, F-S				
	Volleyball		JV, F-S				
	Water Polo						
Spring	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving	JV, F-S	JV, F-S				
	Tennis	JV, F-S					
	Track/Field	JV, F-S	JV, F-S				
	Volleyball	JV, F-S					

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

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

IMPORTANT Please Note:

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

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

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

Signature of Administrator of School (Superintendent/Principal)

Sequoia School

Name of School

4/27/16

Date

Signature of Officer (Board/Trustee Officer)

Sequoia Board of Trustees

Name of District Board

4/25/2016

Date

CIF Southern Section Executive Committee Review and Approval Status

_____	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied			
_____		Area Placement	_____	
Commissioner of Athletics				

Sequoyah HS Athletic Program - Coaches

Sport	Coach	Qualifications
Girls and Boys Tennis	Carol Bowman	Carol will be the girls and boys tennis coach. She has a BA in Biology from Vassar College and a MS in Public Health from the University of Utah. While at Vassar, she captained her tennis team to a Seven Sisters Championship as well as helped Vassar earn a top 11 east regional ranking. Carol earned an ITA east regional doubles ranking, an ITA Scholar-Athlete AllAmerican Award and won her flight at the NY State tournament her freshman year. She has also worked as a substitute teacher, ski and swim instructor, and a Starbucks barista! Carol is very excited to bring her love of tennis to the Sequoyah community.
Girls and Boys Volleyball	Kandace Korver	Kandace is currently the captain of the Occidental College varsity volleyball team and the team representative to the Student Athlete Advisory committee. Kandace was named three consecutive years to the SCAIC All Academic Team. Last year, she was the Oxy MVP, and for two consecutive years has been named the best defensive player. Kandace also has many years experience coaching middle and high school volleyball, and is currently coaching at the San Gabriel Elite Volleyball Club.
Co-ed Cross Country	Jimmy Dean Freeman	Jimmy is known for getting inside his athletes' heads and his emphasis on training the mind like a muscle. Since 2002, he has coached more than a two-thousand adults (and young people) to run further and run more efficiently by creating an uplifting environment to propel people to break through self-imposed glass ceilings. Jimmy has been running competitively for 30 years (200+ races, including the Angeles Crest 100, the Western States 100 and Badwater 135) and has over 14 years of coaching experience tackling ultra endurance over the last decade. He has helped many runners & athletes to complete their first ultra races and 100 milers, and has personally completed 28+ races of 50 miles (or further) while failing to finish 5 races over that stretch. Personal bests include a 1:18 Half Marathon, 2:56 Marathon, 3:56 50k, 7:07 50 miler & 17:34 100 miler.
Girls and Boys Basketball	Dennis Escobedo	Dennis has been the head coach for the girls and boys basketball teams at Sequoyah School for many years.
Co-ed Soccer	Joshua Cortez	Joshua has played for the past four years as the center midfielder of the Cal State Los Angeles varsity soccer team. In 2015, Joshua was named to the California Collegiate Athletic Association (CCAA) All Conference 2nd Team. He currently coaches middle and high school soccer in Temple City, and over the past few years, returned to his high school, Pioneer Valley, to help train the team to reach the PAC 7 League title.
Girls and Boys Swimming and Diving	Rose Bowl Aquatics Center coaches	Tim Unger, the Human Resources Manager at the Rose Bowl Aquatics Center is in the process of referring coaches to us from their qualified pool of coaches.
Co-ed Track and Field	Ian Chang	Ian is the founding humanities teacher at Sequoyah High School. He has been a runner for many years as middle distance sprinter and long jumper. In addition, he coached the high jump and relay sprinters at Sequoyah School for the 5th/6th grade track meets.

MARC D. ALONGI, Ed.D.

301 N. Orange Grove Blvd.
Pasadena, CA 91103
marcalongi@sequoyahschool.org

EDUCATION

University of Southern California
Doctorate in Educational Psychology, May 2014
Los Angeles, CA

Brown University
Masters of Arts in Teaching (MAT)
Secondary History/Social Studies, May 2006
Providence, RI

Brown University
B.A. Religious Studies, 2003
Other course work: Italian Studies and Philosophy
Providence, RI

University of Bologna
Study Abroad Program, 2001/2002
Bologna, Italy

University of Denver
Dean's List 1999-2000 (3.95 GPA)
Denver, CO

EXPERIENCE

High School Director
Sequoyah School (2015 – Present)
Pasadena, CA

Director of Curriculum & Student Support
Sequoyah School (2008 – 2015)
Pasadena, CA

6th Grade English Language Arts Teacher
Seven Hills Charter Public School (2008-2009)
Worcester, MA

World History Teacher and 10th Grade level leader
Cesar Chavez Public Charter High School for Public Policy, (September 2006–2008)
Class website: <http://worldhistoryii.googlepages.com/>
Washington D.C.

Assistant Coach Boys Varsity Soccer – Cesar Chavez PCHS – Fall 2007

U.S. History and Sociology Teacher
Central High School (January – May) 2006
Student Teaching - U.S. History II and Sociology.
Providence, RI

Ashram Paryarvaran Vidyalaya
Co-founder and currently advisor
American India Foundation Service Corps Fellow at Anjanisain Environmental School
2003-2004, (January-May) 2005, 2008 Summer
Apvschool.org
Uttaranchal, India

Patricia J. Han, M.Ed.

301 N. Orange Grove Blvd.
Pasadena, CA 91103
phan@sequoyahschool.org
213.220.7415 extension 227

EDUCATION

Columbia University, Teachers College, New York, NY Master of Education: Counseling Psychology	2003
Smith College, Northampton, MA Bachelor of Arts: Education and Child Study, Italian Language and Literature	1995
University of Florence, Italy Study Abroad Program	1993-1994

EXPERIENCE

Sequoyah School, Pasadena, CA High School Admissions Associate and Athletic Director	2015-present
Mary McDowell Friends School, Brooklyn, NY Middle School Counseling Psychologist and Administrator	2005-2007
The Hewitt School, New York, NY Middle and Upper School Counselor	2003-2005
Brooklyn Heights Montessori School, Brooklyn, NY Middle and Upper Elementary School Teacher and Dean of Middle School	1998-2002
Mosby Woods Elementary School, Fairfax, VA Sixth Grade Teacher	1995-1997



THE SEQUOYAH SCHOOL
535 SO. PASADENA AVENUE
PASADENA, CA 91105
626-795-4351

FIRST REPUBLIC BANK
1888 CENTURY PARK EAST, 2ND FLOOR
LOS ANGELES, CA 90067
11-8166/3210

5826

4/21/2016

PAY TO THE ORDER OF CIF Southern Section

\$ **100.00

One Hundred and 00/100***** DOLLARS

CIF Southern Section
10932 Pine Street,
Los Alamitos, CA 90720

MEMO
Attn: Sharon Hodge
CIF application for high school athletics

GENERAL ACCOUNT

AUTHORIZED SIGNATURE



⑈005825⑈ ⑆321081669⑆ 80001178459⑈

THE SEQUOYAH SCHOOL

5826

Date	Type	Reference	Original Amt.	Balance Due	4/21/2016	Discount	Payment
4/21/2016	Bill		100.00	100.00			100.00
				Check Amount			100.00

First Republic Bank / CIF application for high school athletics

100.00

5C6



Home » Specialized Programs » Private Schools » Requirements » Private School Affidavit » Affidavit Confirmation Form

Annual Filing

Private School Affidavit Form 2015-16

Thank you for submitting your Private School Affidavit online. This is your Private School Affidavit Certification. 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:	10/23/2015 11:50:04 AM
Confirmation:	184028
Page Generated:	4/18/2016 11:04:25 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	Sequoyah School
2. CDE-assigned 14 digit CDS code if one was previously assigned	19648816982979
3. County in which school is located	Los Angeles
4. Public school district in which school is located	Pasadena Unified
5. Street Address (P.O. Box is not acceptable)	535 South Pasadena Avenue
6. City	Pasadena, CA 91105 -
7. School Telephone Number	626-795-4351
8. Optional School Fax Number	-
9. School E-mail Address	awilliams@sequoyahschool.org
10. Optional School E-mail Address	malongl@sequoyahschool.org
11. Optional School Web Site Address	
12. Mailing Address (only if different from #5 above)	
13. Mailing City (only if #12 has response)	-
14. Type of School	Coeducational
15. School Accommodations	Day Only
16. Does the school provide special education services?	No
17. Grade Span offered	Lowest: K Highest: 8
18. High School Diploma Offered	No
19. Classification of school	Non-Religious

5C6

Prior Year School Information

20. Has this school ever filed a Private School Affidavit under a different school name?	No
21. Former name of school (if "Yes" answered to previous question)	
22. Has the public school district changed since filing last year's PSA?	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: 5 years, 0 months Oldest: 14	
25. Specify the enrollment counts by grade on or around the date the affidavit is filed. * (NOTE: Do not report pre-school enrollment; pre-schools that do not offer kindergarten should not file this PSA.)	Grade	Number of Pupils
	Kindergarten	26
	First Grade	26
	Second Grade	34
	Third Grade	26
	Fourth Grade	28
	Fifth Grade	30
	Sixth Grade	29
	Seventh Grade	28
	Eighth Grade	23
	Ninth Grade	0
	Tenth Grade	0
	Eleventh Grade	0
	Twelfth Grade	0
	Ungraded Elementary	0
	Ungraded Secondary	0
	Total Enrollment	250
26. Number of Twelfth Grade Graduates in 2014-2015 School Year	0	
27. Number of School Staff	Staff Type	Number of Staff
	Full-time Teachers	26
	Part-time Teachers	15
	Administrators	22
	Other Staff	7
	"Other Staff" includes instructional aides, therapists, secretaries, etc.	

Administrative Staff

28. Site Administrator	Ms. Azizi Williams
29. Site Administrator Title	Other
30. Site Administrator E-mail Address	awilliams@sequoyahschool.org
31. Director or Principal Officer Name	Mr. Josh Brody
32. Director or Principal Officer Position	Director
33. Director or Principal Officer Address	535 South Pasadena Avenue
34. Director or Principal Officer City	Pasadena, CA 91105 -
35. Director or Principal Officer E-mail Address	jbrody@sequoyahschool.org

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	Ms. Azizi Williams
37. Address (Location of Records)	535 South Pasadena Avenue
38. City	Pasadena, CA 91105 -
39. E-mail Address	awilliams@sequoyahschool.org

Tax Status of School

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

Acknowledgements and Statutory Notices

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

44. YES All Private School Affidavits are public documents viewable by the public.
45. YES The Private School Affidavit must be filed by persons, firms, associations, partnerships, or corporations offering or conducting full-time day school at the elementary or high school level for students between the ages of six and eighteen years of age.
46. YES Preschools should contact the Community Care Licensing Division (CCLD) of the California Department of Social Services. Contact CCLD at 916-229-4530 or contact a regional office.
47. YES The Affidavit is not a license or authorization to operate a private school.
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	Azizi Williams
Title	Assistant Director
Telephone Number	626-795-4351 ext 216
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

4/18/2016

Private Schools Affidavit Confirmation (CA Dept of Education)

Form Submitted:	10/23/2015 11:50:04 AM
Confirmation:	184028
Page Generated:	4/18/2016 11:04:25 AM

California Department of Education
1430 N Street
Sacramento, CA 95814

[Contact Us](#) | [FAQ](#) | [Web Policy](#)

April 13, 2016

Dear Athletic Directors of the International League,

This fall, Sequoyah School will be opening its doors to 9th and 10th graders and we are very excited to offer our high school students a strong sports program grounded in the membership regulations provided by the Southern Section of CIFF. In preparation of our entrance into high school sports, we researched the leagues in the Pasadena area and felt drawn to the International League for its competitiveness and the size of its member schools. With the intent to be accepted as a full member of the International League, we extend our application for league admission for the '16-'17 school year.

As a member school, we pledge to follow all the rules contained in the CIFF state and section bylaws, pay our dues regularly and uphold the documented code of ethics. On a league level, we pledge to maintain clear and positive communications with the Athletic Directors when scheduling and participating in games and during all other league meetings and exchanges.

In compliance with CIFF regulations, we plan to offer Sequoyah High School students the following sports for the '16-'17 school year:

Fall	Winter	Spring
Boys and Girls Cross Country	Boys and Girls Basketball	Boys and Girls Swimming
Girls Tennis		Boys Tennis
Girls Volleyball		Boys Volleyball
Boys and Girls Soccer		Boys and Girls Track & Field

For the sports in which the International League does not participate, we will seek games, competitions and tournaments in a freelance capacity. Currently we are in the process of enrolling students. As soon as we know our exact number of athletes for each of these sports, we will update this letter of intent.

Please let us know if we can provide you with any further information. We are excited to develop relationships with all the schools within this league and hope to be accepted as a member school. Thank you for your time.

Sincerely,

Marc Alongi
High School Director

Patricia Han
Athletic Director



SEQUOYAH
SCHOOL

HIGH SCHOOL CURRICULUM GUIDE

September 9th, 2015

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LEARNING AT SEQUOYAH

Sequoyah's high school offers a rigorous college preparatory curriculum in a student-centered, experiential, and collaborative learning environment. Practicing the values articulated in Sequoyah's Habits of Mind, students and teachers thoughtfully, and creatively, explore and improve their world.

Teachers encourage all students to share their backgrounds and individual interests so that their unique perspectives enrich the educational experience. Together, students and teachers embrace a process of learning that values diversity, social justice and environmental stewardship. The trusting relationships formed through the school's collaborative culture allow students to feel comfortable sharing a divergent opinion or new idea. It is a culture that values intellectual risk-taking, where one can learn from failure, confidently seek out feedback and develop a greater sense of ownership of one's learning. In this way, we help our students understand that intellectual and creative successes come from patience, persistence, and hard work.

Sequoyah's educational program is based on foundational theories of progressive education and continues to be informed by current research on the science of learning. In the following pages you will find a curriculum designed to inspire curiosity and applied learning. For many of the subject areas, you will find essential questions (EQs) accompanying the course descriptions. The EQs help to frame courses and units of study, inviting students to engage in thoughtful discussions concerned with the central concepts, themes and problems of each subject. Instead of searching for the one right answer, students develop their own ideas after considering multiple points of view. Lastly, because what's important is not just what students know, but what they can do with what they know, the curriculum is designed with application in mind. Where possible, students are presented with real-world situations and challenges. These applications put learning to work in meaningful contexts and not only enrich the learning experience, but act as valuable assessments and opportunities for growth.

THE SCHEDULE

Sequoyah's modular schedule provides ample time for a rich and focused learning environment. Designed to support student engagement, individual attention and a range of course selections, the schedule also offers sufficient time within the school year for extensive field studies—real-world experiences beyond the classroom that reinforce deeper understanding of academic skills and concepts.

Seven Modules a Year

The year is divided into seven modules (“MODS”) lasting approximately five weeks each. During each MOD, a student takes three 85-minute classes per day, plus one 45-minute elective block. Nightly homework becomes a natural part of the project-based work done each day, limiting the amount of stress presented by 5 or 6 subjects’ worth of homework per night. With this schedule, feedback can be more detailed and frequent. The modular schedule also presents increased choices for academic courses and students have more options to explore their interests and advance their studies.

One of the seven MODS each year serves as dedicated time for camping trips, social innovation projects, international expeditions and internships. In the 9th grade sample schedule below it is MOD 7.

The Friday schedule includes All School or Grade-Level Meetings, three 45 minute blocks (A, B, C), and a 2.5 hour block for the Social Innovation Program, giving students and teachers the time to take trips off campus.

The schedule includes one week of new student orientation at the beginning of the school year and three-day portfolio reviews at mid-year and year-end.

Sample 9th grade year schedule

Orientation	MOD 1	MOD 2	MOD 3	PORTFOLIO	MOD 4	MOD 5	MOD 6	MOD 7	PORTFOLIO	
Orientation & Camping trip to the High Sierra Nevada Mountains	Foundations 2: Geometry	Acting 1: Intro to Theatre	Humanities I	Exhibitions of Learning and Portfolio Reviews	Conceptual Physics	Spanish 2	Humanities I	River rafting and archaeological study in Southern Utah + Social Innovation Deep Dive	Exhibitions of Learning and Portfolio Reviews	
	ADVISORY & CLUBS				ADVISORY & CLUBS					
	Humanities I (English & History)	Foundations 2: Geometry	Spanish 2		Humanities I	Conceptual Physics	2D Art			
	LUNCH				LUNCH					
	2D Art	Humanities I	Foundations 2: Geometry		Spanish 2	Humanities I	Conceptual Physics			
	Social Innovation Program	Social Innovation Program	Social Innovation Program		Social Innovation Program	Social Innovation Program	Social Innovation Program			
	Arduino Robotics	Arduino Robotics	Gryphon Publishing		Gryphon Publishing	Build Your Own Computer	Build Your Own Computer			
	Cross country	Cross country	Basketball		Basketball	Basketball	Swimming			Swimming

Sample 10th grade year schedule

FIELD STUDIES	MOD 1	MOD 2	MOD 3	PORTFOLIO	MOD 4	MOD 5	MOD 6	MOD 7	PORTFOLIO
Choosing to be at the High School Parents Program	Foundations 3: Algebra 1	Foundations 3: Algebra 1	Foundations 3: Algebra 1	Foundations of Learning and Portfolio Review	Foundations of Learning and Portfolio Review	Chemistry	Chemistry	Chemistry	Foundations of Learning and Portfolio Review
	ADVISORY & CLUBS					ADVISORY & CLUBS			
	Foundations 2 (English & Math)	Foundations 3: Algebra 1	Foundations 3: Algebra 1			Foundations 2	Chemistry	Foundations 2: Science	
	LUNCH					LUNCH			
	Foundations 3: Algebra 1	Foundations 3: Algebra 1	Foundations 3: Algebra 1			Math: Elective	Foundations 2	Chemistry	
	Social Innovation Program	Social Innovation Program	Social Innovation Program			Social Innovation Program	Social Innovation Program	Social Innovation Program	
English American High School Parents Program	Photography	Photography	Ceramics	Basketball	Basketball	Ceramics	Pop-Up Bites	Pop-Up Bites	Basketball
	PE: Crossfit	PE: Yoga	Basketball			Basketball	Volleyball	Volleyball	

Sample 11th grade year schedule

FIELD STUDIES	MOD 1	MOD 2	MOD 3	PORTFOLIO	MOD 4	MOD 5	MOD 6	MOD 7	PORTFOLIO
English American High School Parents Program	Advanced Biology	Advanced Biology	History of the North American	English, listening and speaking Program	Pre-Calculus	Advanced Biology 6	History of the North American	World Literature	Education of Learning and Portfolio Review
	ADVISORY & CLUBS				ADVISORY & CLUBS				
	English 3: American Lit	Advanced Biology	History of the North American		History of the North American	Pre-Calculus	Advanced Biology 6	World Literature	
	LUNCH				LUNCH				
	English 3: American Lit	English 3: American Lit	Advanced Biology		Advanced Biology 6	English 2: English Lit	Pre-Calculus	World Literature	
	Social Innovation Program	Social Innovation Program	Social Innovation Program		Social Innovation Program	Social Innovation Program	Social Innovation Program	Social Innovation Program	
	Debate	Debate	Crossing		DIY Bicycle	DIY Bicycle	Gardening		
	Debate	Debate	Mountain Biking	Mountain Biking	Mountain Biking	Tennis	Tennis		

Sample 12th grade year schedule

FIELD STUDIES	MOD 1	MOD 2	MOD 3	PORTFOLIO	MOD 3	MOD 4	MOD 5	MOD 6	PORTFOLIO
Continuing into the High Years School Advancing	AP Calculus	Advanced English: Social Lit	Advanced Physics	Exhibitions of Learning and Portfolio Review	Advanced English: Joyce & Woolf	Science & Literature		Modern Africa	Exhibitions of Learning and Portfolio Review
	ADVISORY & CLUBS				ADVISORY & CLUBS			ADVISORY	
	Advanced Physics	AP Calculus	Advanced English: Shakespeare		Shakespeare, Addison, Overload & Cool Facts	Advanced English: Faulkner & Morrison	Small Introduction	Advanced English: Shakespeare	
	LUNCH				LUNCH			LUNCH	
	AP Calculus	Advanced Physics	AP Calculus		Advanced English: Shakespeare	Modern Africa	Small Introduction	Advanced English: Shakespeare	
	Social Innovation Program	Social Innovation Program	Social Innovation Program		Social Innovation Program	Social Innovation Program		Social Innovation Program	
Arroyo Conservation Cross country	Arroyo Conservation Cross country	Arroyo Conservation Cross country	Sagehen Podcast Cross country		Sagehen Podcast	Yearbook	Yearbook	Yearbook	
					Swimming	Swimming	Swimming	Swimming	

9th Grade Sample Schedule

	1	2	3	4	FRIDAY	5	6
8:15	Community Meeting (Mindful-Awareness Practice & Dialogue)				Faculty Meeting (7:45-8:35)	Community Meeting	
8:35 – 10:00	(A) Foundations 2 Math	(B) Humanities 1	(C) Spanish 2	(A) Foundations 2 Math	(B) Foundations 2 Math	(B) Humanities 1	(C) Spanish 2
10:05 – 10:45	Advisory	Clubs	Advisory	Clubs	9:30 – 10:15 (A)	Math/ Spanish Review/ Open Period	Advisory/ Office Hours
10:50 – 12:15	(B) Foundations 1	(C) Spanish 2	(A) Foundations 2 Math	(B) Humanities 1	10:30 – 11:15 (B)	(C) Spanish 2	(A) Foundations 2 Math
12:15 – 12:55	LUNCH						
1:00 – 2:25	(C) Spanish 2	(A) Foundations 2 Math	(B) Humanities 1	(C) Spanish 2	SOCIAL INNOVATION PROGRAM	(A) Foundations 2 Math	(B) Humanities 1
2:30 – 3:15	(Z) Creative Computing: Arduino	(Z) Creative Computing: Arduino	(Z) Gryphon Publishing	(Z) Gryphon Publishing		(Z) Build Your Own Computer	(Z) Build Your Own Computer
3:15 – 3:30	Break					Break	
3:30 – 5:30	ATHLETICS/ PE						

ACADEMIC EXPECTATIONS & GUIDANCE

GRADUATION REQUIREMENTS

University of California Admission Requirements

High school courses meet the “A-G” requirements for the University of California, with a grade of a C-minus or higher. All courses will challenge students to demonstrate advanced mastery through complex performance tasks or challenges that require critical thinking, creativity, collaboration and communication.

Credits & Certifications

Students are expected to earn 23 credits to complete the academic program. Six (6) of the 23 required credits are elective courses.

Course credits are earned by completing the required “blocks.” Students take three (3) blocks (A, B, C) per each five week mod. Typically, year-long courses are composed of three blocks, one taken during three different MODS. In some cases, a course credit may require 2 or 4 blocks.

Students are required to complete the following:

AREA OF STUDY	Sequoyah Requirement	University of California Requirement
A: History	3 years (9 MODS or 3 credits)	1 year
B: English	4 years (12 MODS)	4 years
C: Mathematics	3 years + 1 MOD (10 MODS; 4 years recommended)	3 years – Algebra II
D: Laboratory Science	3 years (9 MODS)	2 years
E: World Language	3 years + 1 MOD (10 MODS, through Spanish 3)	2 years of same lang.
F: The Arts	1 year (3 MODS)	1 year of same art
G: College preparatory elective	1 year (3 MODS) of one 3 MODS elective course or two 2 MODS elective courses	1 year of same course
Other elective blocks	5 credits or 15 MODS (6 credits or 18 MODS recommended)	0
Field Studies	9 th & 10 th grade: 4 trips required 11 th & 12 th grades: optional	0
Social Innovation Program (SIP)	4 years	0
Physical Education	4 seasons of PE or a Sport	0
Total required credits	23 credits + Field Studies, SIP and PE	15 credits

Sequoyah Advanced Studies (SAS) Program

Sequoyah students are encouraged to rise to the challenge of the Sequoyah Advanced Studies (SAS) program. Courses are designed by Sequoyah faculty to be recognized by the University of California to meet honors-level criteria and meet the highest standards of college admissions offices.

Advisors play an important role in guiding students each year to map out course selections that meet the prerequisites for any desired SAS courses.

The following Sequoyah Advanced Studies (SAS) courses will be offered:

SAS Mathematics: Calculus & Advanced Topics

SAS Science: Biology, Physics, Chemistry

SAS English

SAS History: US & Global

SAS Spanish

Course Load*

Sequoyah's modular schedule allows students to complete all the required courses, with no more than 3 courses during any given MOD. The following chart represents the typical course load for each year.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
5 curricular courses, 3 co-curricular courses <ul style="list-style-type: none"> - Foundations (1, 2 or 3) Mathematics - Conceptual Physics - Humanities 1 (English & history) - Spanish (1, 2 or 3) - Visual or Performing Arts Electives (3 blocks) - Advisory - Social Innovation (SIP) - Sport or PE Option 	5 curricular courses, 3 co-curricular courses <ul style="list-style-type: none"> - Mathematics - Chemistry - Humanities 2 - Spanish (1, 2 or 3) - Additional 3 blocks of electives - Advisory - SIP Globalization - Sport or PE Option 	6 curricular courses 3 co-curricular courses <ul style="list-style-type: none"> - Mathematics - Bio or Advanced Bio - History of the Americas - English 3 - Spanish (unless level 3 completed) - Additional 3 blocks of electives - Advisory - SIP Impact Project - Sport or PE Option 	4-6 curricular courses 2 co-curricular courses <ul style="list-style-type: none"> - English elective (3 blocks) - 15 other elective blocks - Advisory - SIP Apprenticeship - Sport or PE Option

*The number of courses, not credits. Note: Humanities is a double credit course for English and history.

Course Selection Process

Months prior to each new five (5) week MOD term, students spend time in advisory planning for future courses. Students and parents meet together with the student's advisor, and in some cases the College Counselor, to make the final decisions, keeping in mind the student's longer-term interests and goals.

The UC system evaluates the grade point average of UC approved courses taken between the summer before 10th grade and the summer after 11th grade. Most colleges and universities will consider all four years of a student's course selection and performance, using weighted or unweighted GPAs.

ASSESSMENT:

Sequoyah's reporting system uses a standards-based approach to grading that articulates the different learning objectives that the student must master during the course. Sequoyah's standards in all areas of the curriculum include both "process" oriented standards based on the school's Habits of Mind, and "product" oriented standards that focus on content area concepts, skills, and factual knowledge.

Process standards focus on non-cognitive and metacognitive dimensions of learning established in the field of educational psychology as essential to learning. These standards are represented in the school's Habits of Mind:

Perspective – to seek and honor multiple points of view

Inquiry – to become curious, motivated, self-reflective learners who generate questions to deepen understanding

Communication – to engage in constructive dialogue, value literature and language and express oneself effectively through a variety of modalities

Collaboration – to know when and how to lead, follow and work together as an active listener and meaningful contributor

Creativity – approach challenges with an open mind and willingness to take imaginative risks while generating ideas and refining solutions

Application – to integrate and apply acquired knowledge in and out of the classroom

Stewardship – to take care of people, take care of things, and take care of the environment and make the world a better place for all

Ownership – to do one's best work, including seeking and utilizing feedback

Product standards include conceptual, procedural and factual knowledge that are foundational to the development of expertise within a discipline.

FEEDBACK

Based on the process and product standards, teachers provide on-going feedback, end of term notes and a final course report upon the completion of a course. A Final Report for all of a student's classes is issued at the end of each school year. The grades from the Final Report are then reflected on the student's transcript.

Grading

90 – 100 = Exceeds standard

80 – 89 = Meets standard

70 – 79 = Approaching standard

<70 = Beginning standard

General Area	Specific Criteria	Evidence	% of Course Grade
Process (focus on non-cognitive and metacognitive domains)	Ownership: initiative, engagement, response to failure and use of feedback	Class participation, engagement & work	25
	Collaboration: knowing when to lead and follow		
	Communication: expression through a variety of modalities		
	Creativity – approach challenges with an open mind and willingness to take imaginative risks while generating ideas and refining solutions		
Products (focus on cognitive domains)	Conceptual Mastery – well reasoned analysis and synthesis of central constructs, concepts and frameworks within a discipline	Performance Tasks, Quizzes & Tests	75
	Procedural Mastery – automatic application, analysis and creative use of discipline specific skills		
	Factual Mastery – appropriate application, analysis and synthesis of factual information		

Portfolio Gateway Reviews

Periodic formal reflection is an essential part of the learning process that allows a community of students, teachers and parents to celebrate and honor the process of learning, while supporting individual learners to take ownership of and communicate what they have learned.

Portfolio presentations take place in December and June and include academic presentations from each course of study (created during that course of study), as well as reflections on social and emotional growth supported through the Advisory program. The review is a part of the Ownership and Communication standards for each course grade.

The June portfolio review acts as a gateway for students to continue to the next grade level. Students who have not fully met sufficient mastery in a given area are expected to make revisions to receive course credit.

Standardized Testing

PSAT/NMSQT

Students are encouraged to take the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) offered at Sequoyah in the 10th and 11th grade.

Each student will be given a comprehensive and personalized analysis of his/her PSAT results, with particular attention paid to those questions answered incorrectly, along with detailed explanations designed to help improve test taking strategies and future scores.

The PSAT/NMSQT not only helps students practice for the SAT, but also gives them access to National Merit, National Hispanic, and National Achievement scholarship awards, based on scores.

SAT and ACT

During the fall of the 11th grade year, students are introduced SAT and ACT test taking strategies through the Advisory program. In the spring of the 11th grade year and fall of the 12th grade year, students take the SAT and/or ACT tests.

SAT II Subject Tests

The SAT IIs are hour-long, content based tests designed to assess student mastery in particular subjects. They are offered in five disciplines: science, math, foreign language, English and social studies. Students will be advised to take subject tests whenever they have sufficiently completed the appropriate coursework.

COUNSELING

Advisory

The Advisory Program addresses the need of each student to feel acknowledged and safe, come to know oneself, feel understood, and learn a variety of practices believed to lead to a joyful and healthy lifestyle.

Students are matched with an advisor as 9th graders and placed in a peer group facilitated by their assigned advisor. Students are expected to have the same faculty advisor and peer group for 4 years. Strong relationships are built between the advisor and a diverse group of advisees in the peer group. In certain cases, students may request a new advisory placement through a petitioning process.

Through the Advisory program, students will learn how to improve attention, manage stress, emotions, and other individual challenges. Many young learners develop perceptions about learning and intelligence that

may be inaccurate and counter-productive. Sequoyah’s high school students will be coached to develop a growth mindset--to see that achievement, even in challenging areas, can be possible. With mentorship students will learn to set and meet high standards and advocate for the support they need.

Advisors also help to guide students through the stages of the high school program, including ensuring students are following the timeline for college applications.

The following four areas address these needs:

ADVISORY CATEGORIES	OBJECTIVES
Intra and Inter Personal Skills & Development	Intrapersonal Skills <ul style="list-style-type: none"> • Identity exploration • Basic science of the brain (Siegel; MindUp) • Mindfulness-based Stress Reduction (MBSR) • Sexuality education (Our Whole Lives) • Wellness choices: nutrition & substance use (Our Whole Lives) • Growth-mindset theory and practice (Dweck) • Positive psychology (Duckworth; Seligman) • Digital device use limits
Academic Coaching: Science of Learning, Self-Awareness and Initiative	Interpersonal Skills <ul style="list-style-type: none"> • Active listening skills • Conflict education & conflict resolution training • Council participation & leadership • Leadership theory • Social media use & digital citizenship • Memory: function & strategies • Self-regulation strategies (Shunk & Zimmerman) • Portfolio Review preparation • Study strategies • Academic coaching • College & career exploration and preparation • Identity (incl. affinity groups) • Diversity & Multiculturalism (race, ethnicity, socio-economic status, gender, etc.) • Justice • Action • Team-building • Individual affirmations and acknowledgement • K-12 Mixed Age Learning • All School Meeting • Stewardship Initiatives • Inter-advisory fun
Cultural Competency & Anti-Bias Practice	
Community Building & Engagement	

TYPES OF ADVISORY ACTIVITIES

Regular Grade-level Advisory Meetings	<ul style="list-style-type: none">• Approximately 2xs per week
Mixed Grade Meetings	<ul style="list-style-type: none">• 2 times per month
High School Meetings	<ul style="list-style-type: none">• Weekly
All-School Meetings (K-12)	<ul style="list-style-type: none">• 4-5 times per year
Affinity Groups (7-12)	<ul style="list-style-type: none">• 4-5 times per year
Council & Intergroup Dialogue	<ul style="list-style-type: none">• 1 time per week; mixed age or gender once per month
Human Development Sessions	<ul style="list-style-type: none">• 1 time per week; taught by Sequoyah's Human Development Specialist
Guest Speaker Series	<ul style="list-style-type: none">• Professional mediator• Diverse community members• Mindful-Awareness practitioners• Wellness Researchers

College Counseling

The college counseling program prepares students to recognize how they personally live out Sequoyah's mission to "Challenge the mind, nurture the heart and celebrate human dignity." A student's faculty advisor works closely with the college counselor to meet the individual needs, and value the talents of each student, keeping in mind her or his social, emotional, and academic work.

Starting in 9th grade, the college counseling program is woven into Advisory, providing activities for students to explore their curricular and extra-curricular curiosities and passions. Over time, students have opportunities to imagine their future selves, mapping out possible opportunities in college and beyond.

In their 11th and 12th grade years, the college counselor works closely with families to help students identify and apply to a range of 'best fit' colleges and universities, and provides letters of recommendation for each school. The counselor helps keep the family informed of application deadlines, college events and financial aid meetings that will provide opportunities for the family to learn more about and apply to those schools.

Student Support

Sequoyah recognizes that every individual learner has specific academic strengths and challenges as well as a range of preferences and needs for how learning can be most successful. Students who need additional support beyond that provided by the student's advisor, work in partnership with the advisor, his or her parents, and the high school director to develop a learning plan. When needed, the high school director works with outside specialists retained at private expense to coordinate recommendations and strategies that make the student's learning more successful.

ACADEMIC COURSES

OVERVIEW

At its core, the curriculum challenges students to think critically and creatively, learn how to work in teams and navigate conflict, and communicate ideas effectively. The academic courses provide opportunities for students to develop expertise in traditional disciplines and challenge students to think across disciplines to ask and explore new questions. The college preparatory curriculum includes **advanced academic courses** and opportunities for individuals to pursue their intellectual passions.

This course catalog highlights interdisciplinary course offerings using this symbol: ↔



Course offerings in the 9th and 10th grades are designed to be thematically aligned to interest students in fundamental underlying questions that help them to appreciate the history of knowledge and human inquiry.

Science and mathematics courses offer many opportunities for application, including engineering and computer science projects. Humanities is a combined course of English and history, weaving critical reading and the craft of writing into the practice of historical inquiry. Visual and performing arts explore themes presented in the humanities courses through a variety of modalities to express ideas in creative ways.

In the 11th and 12th grades, course offerings become more specialized, providing many elective courses for students to develop advanced subject area skills and content knowledge, including Sequoyah Advanced Studies courses for UC approved honors-level credit.

Students are encouraged to complete at least one independent study course, with the support of a faculty advisor.

Each course description includes open-ended essential questions (EQ) that guide the critical and creative thinking required in the course.

CURRICULUM MAP

	9 th	10 th	11 th	12 th	
IMPACT	Social Innovation Program (SIP) <i>How can we best utilize technology?</i>	SIP 1: Introduction to Social Innovation	SIP 2: Local Issues in a Globalized World <i>International trade: thinking a social entrepreneur</i>	Impact Project Teams of 3-4 <i>Addressing a world re-orientation: social environmental issues</i>	Impact Project Exit Project <i>Local Apprenticeship with a Social Enterprise</i>
	Required			Electives	
STEM	Mathematics <i>How can mathematics be used to solve a variety of problems?</i>	Foundations 1 Hybrid of Algebra 1 and Geometry; understandings of underlying processes of mathematical systems of thought; includes physical and computer coding simulations of algorithms <i>(pre-requisite: pre-algebra; students may place into a higher level)</i>	Foundations 2 Geometry focused on construction, rotation and translation of quantitative objects; imaginary numbers <i>(pre-requisite: algebra 1)</i>	Foundations 3 Unified framework to apply algebra and geometry: complex numbers & relations <i>(pre-requisite: algebra 1 + geometry)</i>	Elective and/or Independent Study <i>Possible courses include:</i> Pre-Calculus Calculus Advanced Math Sampler (Vector Calculus, Ordinary & Partial Differential Equations, Number Theory, Cryptography...) Advanced Physics Advanced Chemistry/Biochemistry Climate & Earth Science Mathematical Biology
	Science, Technology, Engineering <i>How can scientific and technological breakthroughs improve the human condition?</i>	Conceptual Physics	Chemistry	Biology or Advanced Biology	
HUMANITIES	English <i>How can language persuade, inform and inspire?</i> History <i>How can we make sense of the human experience in time and space?</i>	Humanities 1 <i>The Available Record: Human Experience and the Ideas It Created</i>	Humanities 2 <i>Ideology and Effect: Human Ideas and the History They Created</i>	1 Required English Elective (SAS Options) 1 Required History-based (SAS Options) Combined English/History Elective Options*	Elective and/or Independent Study (Global Online Academy Option; SAS Options)
WORLD LANGUAGE	World Language <i>How does learning another language help me to understand culture, community and language?</i>	Spanish; other	Spanish; other	Spanish; other	Spanish*; other*
	Required			Electives	
ARTS	Visual Arts <i>How can we use visual communication to express our ideas and feelings?</i>	Visual Arts <i>How can we use visual communication to express our ideas and feelings?</i>	Visual Arts <i>How can we use visual communication to express our ideas and feelings?</i>	Visual Arts <i>How can we use visual communication to express our ideas and feelings?</i>	Visual Arts <i>How can we use visual communication to express our ideas and feelings?</i>
	Music <i>How can we use music to express our ideas and feelings?</i>	Music <i>How can we use music to express our ideas and feelings?</i>	Music <i>How can we use music to express our ideas and feelings?</i>	Music <i>How can we use music to express our ideas and feelings?</i>	Music <i>How can we use music to express our ideas and feelings?</i>
	Dance <i>How can we use dance to express our ideas and feelings?</i>	Dance <i>How can we use dance to express our ideas and feelings?</i>	Dance <i>How can we use dance to express our ideas and feelings?</i>	Dance <i>How can we use dance to express our ideas and feelings?</i>	Dance <i>How can we use dance to express our ideas and feelings?</i>
	Theatre <i>How can we use theatre to express our ideas and feelings?</i>	Theatre <i>How can we use theatre to express our ideas and feelings?</i>	Theatre <i>How can we use theatre to express our ideas and feelings?</i>	Theatre <i>How can we use theatre to express our ideas and feelings?</i>	Theatre <i>How can we use theatre to express our ideas and feelings?</i>

SOCIAL INNOVATION PROGRAM

The four-year Social Innovation Program (SIP) is designed to develop students' empathy and desire to be thoughtful, effective collaborators and changemakers. The program rests on three pillars: *heart, hand and mind*.



SELF-AWARENESS & RELATIONSHIP BUILDING

Guided through participation in **Advisory**, students will reflect on their own identities and biases, and practice active listening and constructive dialogue. Cultivating self-awareness will support students in forming deeper relationships with each other so that they are able to address emergent issues at school, and to eventually address issues identified in the local community. Students and teachers practice *Intergroup Dialogue*, a 4-step process that helps groups (1) establish the goals of dialogue as a means for sharing personal and social identities, (2) explore key terms like prejudice, discrimination and institutional bias as they impact students' lived experiences, (3) explore differences and similarities in perceptions of controversial issues, and (4) explore a range of opportunities and actions to promote diversity and social justice.



POSITIVE PSYCHOLOGY & SOCIAL INNOVATION

Intergroup Dialogue prepares students to learn about positive psychology, a field of research that examines humans at their best. Students will investigate qualities and strengths, like compassion, hope and grit that enable individuals to successfully make the world a better place. Students will practice “the cycle of action” a process that walks teams of students through the steps of research, starting with learning to conduct interviews with stakeholders and experts in the community. Students learn brainstorming and strategy development techniques. They seek out feedback from a diverse group of community members. Emphasis is placed on the idea that effective strategies to address complex problems seek to make change with, rather than for, the communities most affected.

The program helps students become more familiar with a range of social and environmental justice issues affecting communities in Los Angeles and around the globe. With these issues in mind, students have many opportunities to develop the key skills of social entrepreneurs: ethical decision making, ethnographic methods and use of data, a systems approach to problem solving, and innovative community-based strategies that lead to sustainable impact.

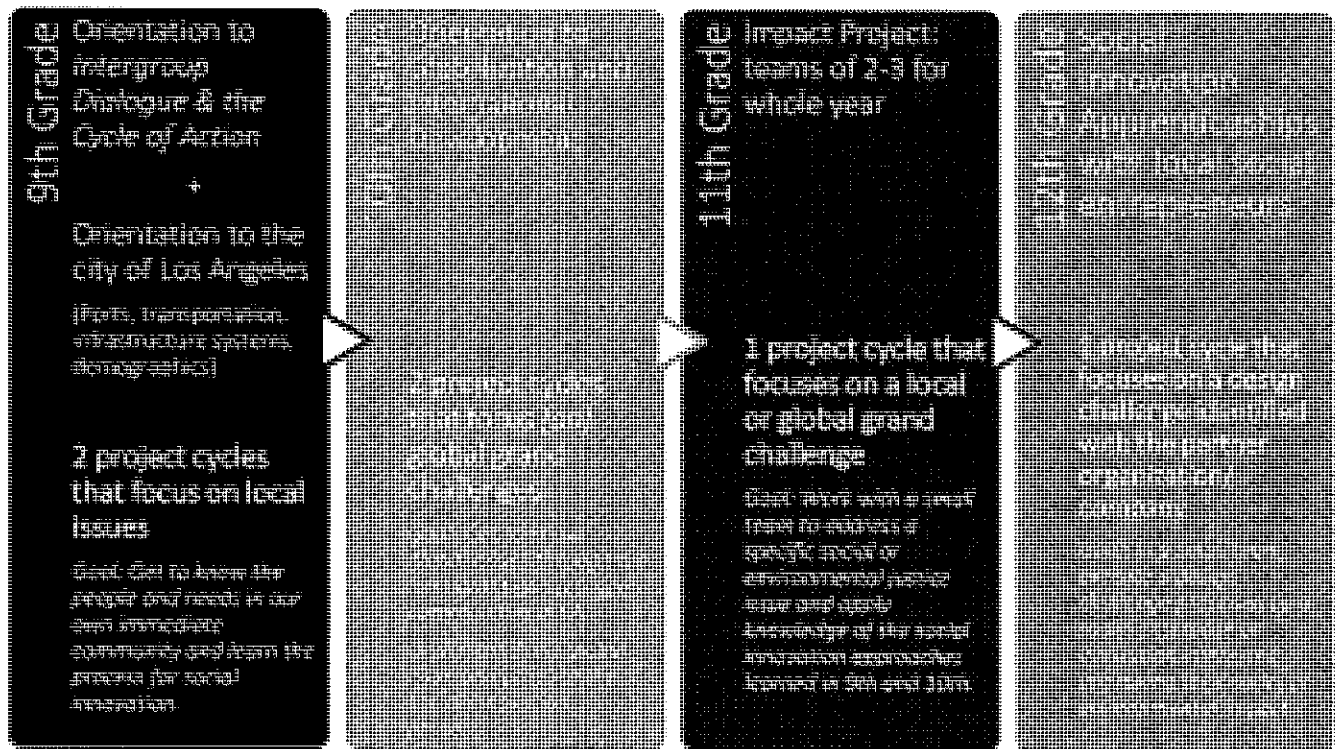


THE GRAND CHALLENGES & HISTORY OF SOCIAL INNOVATION

Students will be introduced to different sets of “grand challenges” and individual case-studies of social innovators. Developed by international institutions such as the National Academy of Engineering, the White House (21st C. Grand Challenges) United Nations (Millennium Development Goals), and LA2050, grand challenges include reducing and sequestering carbon emissions, improving access to clean water, nourishing food and high quality education, and securing cyberspace. Students read and discuss several case studies, examining dimensions of public policy, economics, accounting and finance, and infrastructure.

THE CURRICULUM

Students participate in a weekly workshop in which they have dedicated time to undertake project-based assignments in the classroom and off-campus. Students focus on one challenge per semester using design thinking—a means to address complex problems through research, relationship building, implementation and feedback.



REQUIRED COURSES

SIP 1 – Introduction to Social Innovation ↔

(1 credit, 9th grade, – Social Innovation Program)

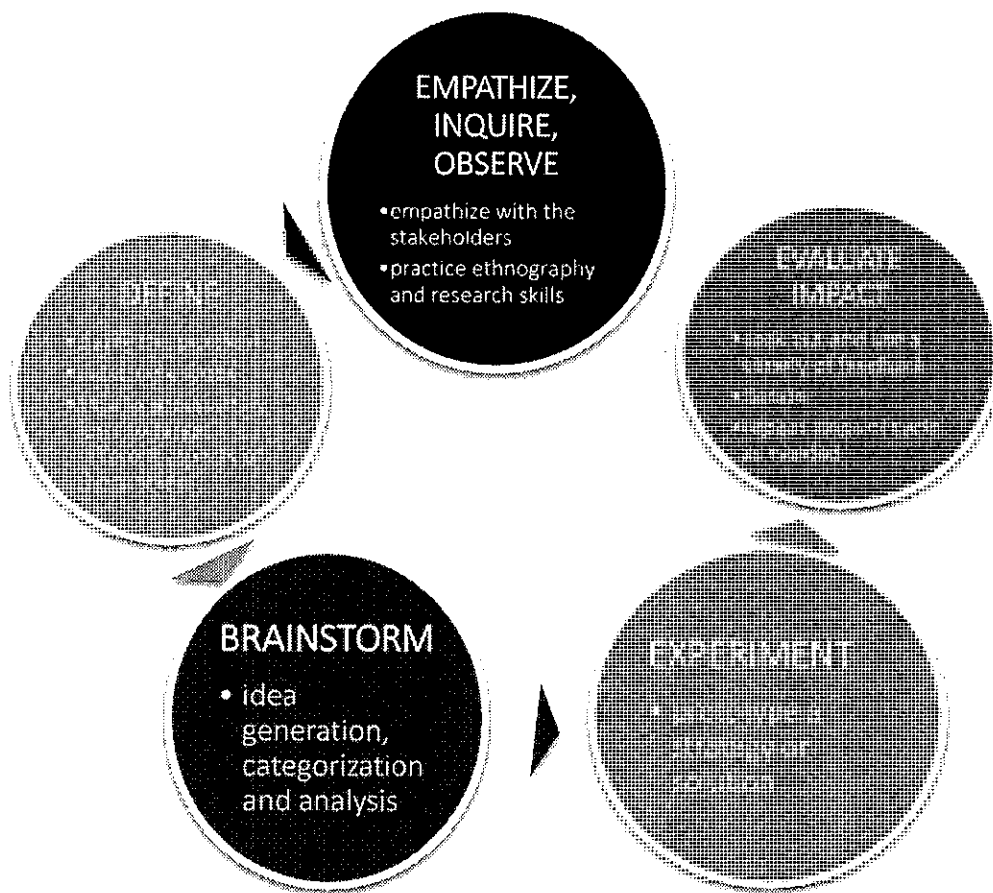
EQ: What does it mean to be a changemaker? How should changemakers address local issues?

Introduction to Social Innovation is a yearlong course, divided into two project implementation cycles focusing on different issues, one during the fall and one during the spring.

The course begins with an orientation to the inner-workings of the city of Los Angeles. A variety of site visits and meetings with representatives of ports, transit systems, utilities, waste management companies, as well as policy makers in the city of Pasadena and LA, give students a basic understanding of the geography, people and systems that make up the greater LA area. Students also learn about a variety of contemporary “grand challenges” presented by organizations like LA 2050. After traveling around the greater Los Angeles areas and learning about all of the different challenges, students select an environmental or social problem and join a team that will conduct the Social Innovation Program’s “cycle of action”. Teams meet every Friday afternoon during a 2 ½ hour long work block. Faculty members act as team facilitators for the cycle of action, supporting the research process and providing the needed content knowledge and support to learn from community experts and stakeholders.

Students learn about the history and practice of social innovation and entrepreneurship focusing on three main areas: personal transformation, strategy finding skills, and the recent history of change agents and movements within political, economic and sociocultural systems.

Students learn about a design thinking process that asks students to: *empathize, inquire and observe, define, brainstorm, experiment and evaluate impact.*



THE CYCLE OF ACTION

Teams will practice a cycle of action that asks team members, “What did you do today? How did it go? What are you going to do before the next meeting?”

Teams will begin a project each semester and will present the outcomes at the Social Innovation Exhibition in December or May. Students also share learning from the Social Innovation course at the Portfolio Review.

SIP 2 – Globalization and Social Innovation ↔

(1 credit, 10th grade - Prerequisite: SIP 1)

EQ: What does it mean to be a social innovator? How should social innovators approach local issues in a globalized world?

During the 10th grade year, students prepare for an international expedition by considering new issues and grand challenges outside of the United States, like those articulated in the *United Nations Millennium Development Goals*. In some cases, groups may interact with local immigrant and refugee communities from the country they plan to visit. During the international expedition, students travel to meet and observe a social innovator doing work related to their projects from the year. Students will have opportunities to seek feedback on the strategies they are working to develop.

SIP 3 - Impact Project ↔

(1 credit, 11th grade - Prerequisite: SIP 2)

EQ: How can I have a lasting impact?

The 11th grade Impact Project gives small student teams the opportunity to choose a specific issue that they are passionate about and practice a year-long cycle of action. Students, supported by teachers, are responsible for meeting

various benchmarks during the year, including the presentation of a proposal for their Impact Project focused on a specific aspect of a grand challenge in the field of their choice (e.g. health, education, energy/technology, economy, public life/culture, democracy). As a part of the proposal, students must recruit community advisors to guide their work.

At the end of the year, the whole school attends a Social Innovation Exhibition, at which student teams present their Impact Project and seek feedback from a panel of community members.

SIP 4 – Social Impact Apprenticeship ↔

(1 credit, 12th grade - Prerequisite: SIP 3)

EQ: How can I apply my understanding of social innovation to learn from other professionals? What is social intrapreneurship and how could it apply to an existing organization, agency or company?

At the beginning of the year, students work with their advisor and the internship coordinator to determine a placement for an apprenticeship with a local organization, agency or company. Some students may choose to design an apprenticeship schedule that allows the student to continue working on the Social Impact Project, while shadowing a social innovator in a related organization.

Students are placed at a company or organization that is currently working to address and implement innovative strategies to address social, environmental or scientific problems. With the help of the student's advisor and social innovation coordinator, the student develops a design challenge for the organization.

12th graders showcase their learning at the Social Innovation Exhibitions in December and May. Students may continue the apprenticeship into the summer.

MATHEMATICS

The Math curriculum is inspired by Sequoyah's mission to, "Challenge the mind, nurture the heart, and celebrate human dignity." It challenges students to develop an intellectual framework that empowers them to solve problems; it nurtures compassion by encouraging students to apply their knowledge to help others; and it celebrates the capabilities of the human spirit by leading students through one of its greatest achievements: the development of modern mathematics by a diverse group of thinkers across eras and continents.

Philosophy: Mathematics is an essential part of human thought, evident in a variety of enterprises. Each topic is connected with the sciences, the humanities, and hands-on activities, including art, music, athletics, and technology. Throughout the curriculum, learning objectives include understanding a short list of fundamental concepts such as sigma notation, the properties of exponents, conic sections, secant and tangent lines, and understanding numbers geometrically.

Approach: The foundation for mathematics is the intuitive and fundamental idea of equality, which is explained through a series of intellectual challenges. Students debate the merits of mathematical innovations (such as negative numbers) before they are assigned to perform algorithmic computations using them. They apply their knowledge in structured and unstructured project-based learning activities.

Kinds of Assignments

Journaling - Express your thoughts and processes.

Reading - Engage with another thought process.

Practicing - Apply your understanding.

Demonstrating - Share your understanding.

REQUIRED COURSES

Foundations 1: *The Unity and Diversity of Mathematics*

(1 credit, 3 blocks – Mathematics; Prerequisite: Pre-algebra & Mastery of placement test)

Students of Foundations 1 discuss and decide upon a system of axioms for counting to describe our experience of the world. Students then extend their system to include integers and rational numbers in response to questions raised when they use their system to address real world applications. They use these principles to tackle abstract questions, such as "what is multiplication?" as well as more down-to-earth issues related to recording and communicating statistical data modeled by linear functions. Through the practical use of the system to describe quantities related to the real world, they develop the first theorems of geometry and are confronted with the challenge of whether to include irrational numbers in their system of axioms. As an epilogue to the controversy over the existence of the square root of 2, they begin an exploration of conic sections through 3D modeling to see the variety shapes and numbers that await discovery within.

EQ: *How can we use math to solve real life problems? What limitations do we encounter using rational numbers? What does it mean for two things to be equal? What are the ways we can quantify the world (length, magnitude, number)? What are exponents?*

Applications: Determine how much of an additional resource (like water) is needed to expand a region (like a garden); create solar concentrator (or spotlight) by calculating the locus definition of a parabola; statistically model real world data; and build devices to generate electricity. Ongoing project: using mathematical

concepts to launch a projectile to hit a target (with constraints, such as clearing a wall, avoiding a ceiling, minimizing error, etc.)

Foundations 2: Our Mathematical World

(1 credit, 3 blocks – Mathematics; Prerequisite: Foundations 1 or Algebra 1)

Students pick up with the problem of irrational numbers by making use of geometry. They revisit their axioms of equality to define a real number system and describe two primary movements of the straightedge and compass: translation and rotation. Using a variety of traditional tools, they engage in an active exploration of geometry, making extensive use of proof, construction, and computer methods. They apply new skills to annotate and outline two of their conic section prints from Foundations 1. They also use those ideas to analyze and evaluate scientific data that can be modeled using power functions. As a consequence of their practical exploration with cubic polynomials to model volumes, they encounter the challenge of using square roots of negative numbers. They are then given the riddle of the rotational view of imaginary numbers as a challenge to consider and an encouragement to continue their journey into Foundations 3.

EQ: What standard of proof is required to convince another person that something is true? How can we use a number system to describe different kinds of magnitude in the world? What kinds of numbers are useful for describing the world? How can we physically implement computation?

Applications: Create your own geometric tools, including a compass and clinometer; create informative maps of the local geography; design spaces for human needs; program robotic solutions to real world problems; create functional art using geometry; use origami to prove theorems; and, build devices to generate electricity; solve navigational puzzles inspired by the *Odyssey*.

Foundations 3: Computation

(1 credit, 3+1 blocks – Mathematics; Prerequisite: Foundations 2 or Geometry)*

**An additional block is required during this year. Students who achieve mastery of the Foundations 3 curriculum can choose from a 1 block math elective. Students needing additional time and support to deepen mastery, work with a teacher to complete an individualized review.*

To meet the challenge of imaginary numbers, students review basic principles of counting and equality and then delve into a deep study of polynomials. They discover the usefulness of complex numbers for describing polynomial solutions. They make use of intuitive and formal approaches to the fundamental theorem of algebra and develop matrix methods to solve systems needed to model polynomial and rational data. They discuss the connection between polynomials, rational functions, and their remaining conic sections, including the hyperbola. They encounter difficulties associated with using polynomials to describe some problems, so they consider the possibility of making use of their expanded definition of real exponents to model real world problems that are more naturally suited to exponential and logarithmic functions. They also revisit right triangle trigonometry to develop periodic functions. They discover numerical heuristics for computing small angle trigonometric approximations and are led to a puzzle that results in their discovery of the exponential power series. Finally, they reconsider the riddle of imaginary numbers by using one as an exponent and are challenged to make use of all of their combined knowledge to reveal a dramatic and satisfyingly simple answer. The answer to the riddle is promised at the outset of Pre-Calculus.

EQ: How can we use the elementary functions to model the world? How are the elementary functions unified in a framework of complex numbers? How do the rules of algebra apply to quantities defined geometrically? What is the reach of the theory of exponents? What is the relationship between mathematics and computation? What are the most effective statistical methods for modeling the world? What is the most probable linear model for noisy data? How can we model data that continues to increase or oscillate over time?

Applications: Create ellipse and hyperbola figures; model data from physics, including planetary orbits and thermodynamics (PV curves); use rational functions to model phenomena from optics, astronomy, gas laws, and various other sciences; model phenomena from biology, such as population growth and predator/prey

dynamics; model data from physics, including pendulum and circuits; program computers to model various data in search of a unifying framework

Pre-Calculus: *The Elementary Functions*

(1 credit, 3 blocks – Mathematics; Prerequisite: Foundations 3)

After a review of the riddle of imaginary exponents and the methods necessary to solve it, students discover the surprisingly simple formula that unites all aspects of their mathematical knowledge so far. For the remainder of the course, they make extensive use of fundamental operations to develop much of trigonometry, which they verify through geometrical methods grounded in the ideas of proof and construction. They use sinusoids to model a variety of oscillating physical systems and general triangle rules to solve problems related to vectors in two and three dimensional space. Finally, they apply their trigonometric knowledge in rectangular, parametric, and polar form to describe all the conic sections they discovered in their Foundations 1 class.

EQ: *How can we model oscillation? What coordinate systems are the most useful in any given situation? What is the relationship between algebra and geometry? How can we best apply geometric methods in 3D systems?*

Applications: Record and predict the positions of celestial bodies; navigate on a map; wire circuitry for patterned responses, such as tone generators or lighting displays; design physical structures to support weight; design physical systems using springs, gears, flywheels and gyroscopes.

ELECTIVE COURSES

SAS Mathematics: *Calculus AB*

(1 credit – Mathematics; Prerequisite: Pre-Calculus)

Students prepared for Calculus by the preceding curriculum will enjoy an approach based on the same principles of exploration and discovery. Students will address applied problems related to area and volume to motivate a framework for precision using epsilon-delta notation. Students then will debate the intuition behind the idea of the infinitesimal before deciding to embark on a study of instantaneous rates of change motivated by the Fundamental Theorem of Calculus. Students will discover that an approach based on differentials is a key to unlocking a wide variety of problems in the real world. Finally, they will explore the nature of infinite series by looking back on the various applications of the power series they used throughout their Foundations curriculum.

EQ: *What is the closest possible approximation or best possible solution in any given situation? What is the nature of zero or infinity? What is the relationship between area and slope?*

Applications: Design dynamical systems using rates of change; estimate and predict changing real world data.

SAS Mathematics: *Sampler*

(1 credit – Mathematics; Prerequisite: Calculus AB)

Students who have completed Calculus by taking summer classes or entering the curriculum early have the opportunity to learn about the wide variety of advanced math classes that build from Calculus. Topics include: Vector Calculus, Ordinary and Partial Differential Equations, Linear Algebra, Statistics and Probability, Nonlinear Dynamics, Real and Complex Analysis, Number Theory, Cryptography, Topology, Graph Theory, Abstract Algebra, and the Theory of Computation. *Prerequisite: Calculus*

EQ: *What are the many different kinds of math? What are some of the most successful mathematical models to describe our universe? What are the frontiers of human knowledge? What is the relationship between mathematics and computation?*

Applications: Program multi-dimensional physical models; evaluate statistical claims; create new geometries and algebras; and, probe the nature of abstraction and computation.

History of Mathematics: *The People and their Stories* ↔

(1 block, 1/3 credit – Mathematics or History; Prerequisite: Foundations III)

This course offers a deeper look into the narrative behind the Foundations curriculum. From ancient artifacts to modern personalities, we visit the most interesting and compelling mathematical ideas throughout history. We tell the stories of the wide variety of people who have contributed to our understanding of math or have used math to improve society.

EQ: Who discovered these major insights and what inspired them to pursue those questions? What was life like back then? How was the work received at the time and how has it changed since its discovery? What were some of the most famous rivalries? Who are some of the most important women and minorities who have made major contributions? How has mathematics been an intimate part of every world culture that has ever existed?

Mathematical Biology ↔

(1 block, 1/3 credit – Mathematics; Prerequisite: Pre-Calculus)

Living systems are the most complex thing known of, so naturally our ability to describe them is still in its infancy. However, this new field contains many interesting applications of mathematical methods used to describe life at multiple scales, from the smallest organisms to the ecosystem as a whole.

EQ: How can math be used to describe biological systems? How do biological systems implement mathematical ideas?

Applications: Describe populations using differential equations; program models of virtual life; design evolutionary algorithms to solve problems; and, confront issues in biomedical imaging, including genomics and proteomics.

SCIENCES

The science curriculum helps each student develop an approach to studying the universe grounded in physical principles and practical applications. By taking physics first, students can progressively build up their models from the simpler mathematical ideas to the most complex biological systems. Throughout, they practice the principles of hypothesis testing in inquiry-driven projects.

REQUIRED COURSES

Conceptual Physics: An Exploration of Energy Innovation

(1 credit, 3 blocks 9th grade – Science)

Students begin by exploring the meaning of the word energy as it relates to fundamental quantities, such as mass, speed, and position. They study the various forms of motion, including linear, parabolic, circular, and rotational, by applying the principles of classical mechanics. They study heat, electricity, magnetism, and light to deepen their understanding of different forms of energy, and especially how it changes. Students explore electromagnetism in greater depth as a case study in unifying principles at work in physics. Finally, they examine how the modern theories of quantum mechanics and relativity change our worldview, opening up new ways to use and harvest energy. Students explore the nucleus in greater detail, developing and using the ideas of mass-energy equivalence to evaluate the possibility of nuclear energy. They also begin to explore the probabilistic view of the electron as a first step toward studying Chemistry in 10th grade.

***EQ:** What is energy? How does energy change forms? How can we design engineering solutions to be more efficient? How is our understanding simplified using unifying principles, such as symmetry and conservation laws?*

Applications: Energy harvesting (windmills, dams, wave turbines, solar panels); connections to Humanities 1.

Grand challenges: Address climate change; make energy more sustainable and affordable; and engineer the tools of scientific discovery.

Chemistry: The Elements of Our Environment

(1 credit, 3 blocks 10th grade – Science; Prerequisite: Conceptual Physics)

Building on the foundational concepts of physics that students learn in 9th grade, students explore the discipline of chemistry with a greater purpose of examining central grand challenges that must be addressed in the next decades, including: developing nuclear fusion, providing access to clean water, developing methods for addressing climate change and carbon sequestration, managing the nitrogen cycle, and providing sustainable energy. Students begin with the essential question “What is our environment made of?” and track the evolution of atomic theory from Democritus to Dalton. They use the empirical language of chemistry through experiments and connect it to the periodic table for a deeper understanding of why atoms react. Topics include: molecular structure, gasses, chemical bonds and reactions, thermodynamics, and electrochemistry. These topics all serve to illuminate the human impact on the ecosystem using chemical properties. Through inquiry-based laboratory experiments, projects, and discussions, students will build a solid foundation in the key concepts in chemistry and will hone their critical thinking skills, understanding of the scientific method, and scientific writing skills. By focusing on projects and applications, students will develop a deeper theoretical knowledge of matter and energy needed to continue their studies in 11th grade Biology.

***EQ:** What is our environment made of? Why is water the basis for all life on earth? How can we deal with water pollution and climate change?*

Applications: Replicate the effects of an oil spill and apply an effective method to clean it up; measure carbon in the atmosphere; build a wind turbine to harness energy; and, investigate environmental issues in the local community.

Grand challenges: Developing nuclear fusion, providing access to clean water, developing methods for carbon sequestration, managing the nitrogen cycle, and providing sustainable energy.

Biology: A Closer Look at Living Systems

(1 credit, 3 blocks 11th grade – Science; SAS Option; Prerequisite: Chemistry)

Students build on their understanding of matter and energy developed in the physical sciences to model and describe the living world. Beginning with the chemistry of the cell and progressing to ecosystems, students will apply a systems view to understand how the various interrelated parts work together. Biophysical models of enzyme function and cellular signaling motivate new theories on the emergence of multicellular life. Students investigate issues in evolutionary theory, considering how altruism and symbiosis extend our understanding of natural selection, in issues from the emergence of eukaryotic life to eusocial super organisms. They explore how new technologies that manipulate life at the molecular level have ramifications at all levels. Linked to their field studies experiences, students explore the biomes of Earth to examine its remarkable biodiversity and appreciate the unity of life.

EQ: What is life? How do systems behave? What fundamental principles allow us to understand complexity? Should, and to what extent, should GMO organisms/cloning be regulated? How can we avoid the spread of antibiotic resistant bacteria?

Applications: Use physical and chemical laboratory methods to describe living things. Maintain an aquarium by managing the levels of various chemicals within it.

Grand challenges: Managing the nitrogen cycle, providing sustainable energy, providing access to clean water, and reverse engineering the brain.

SAS - SCIENCE

SAS Biology: Advanced Biology

(1 credit, 3 blocks 12th grade – Science; SAS Option; Prerequisite: Biology)

This advanced syllabus involves deeper analysis of the topics in the standard Biology course. Students probe more deeply into the inner workings of life, synthesizing what they know about systems with the data generated by landmark experiments. As an advanced option, this class requires a more intensive study of the material covered in the standard Biology course, including additional writing projects and laboratory experimentation.

EQ: What are the most important experiments in Biology? How should one critically read a biology manuscript? What are some open questions that scientists are currently investigating?

Application: Knowledge-based discussions of modern ideas in biology, including biotechnology, astrobiology, and personalized medicine; Projects in environmental conservation

SAS Chemistry: Advanced Chemistry

(1 credit, 3 blocks 12th grade – Science; Prerequisite: Chemistry)

Students interested in developing their skills in Chemistry are invited to come back to the lab for an intensive study of the central science. This class will present students with more of the complexity and nuance that characterizes our world made of matter on issues including: spectra and light interactions, the real gas law, pH, and spontaneity. Students will keep a lab notebook and will be responsible for maintaining the lab.

EQ: How does the quantum view influence our predictions about chemical change? What laboratory skills are needed to be successful in science?

Application: Determine the composition of stars based on their light; predict chemical reactions; and prepare supplies for science demonstrations.

SAS Physics: Advanced Physics

(1 credit, 3 blocks 12th grade – Science; Prerequisite: Conceptual Physics & Foundations III)

After completing the Foundations curriculum, students will be prepared to take an Algebra-based approach to Physics. This class will apply the concepts of energy and motion in a problem-solving framework that challenges students think critically about their models of the world. We will challenge students to understand the connections between concepts and use multiple mathematical models together to arrive at solutions. This class will cover mechanics, thermodynamics, optics, electricity and magnetism, and circuits.

EQ: Quantum theory answered some mysteries in physics--what mysteries are still unanswered?

OTHER ELECTIVE COURSES

Earth Science: Geology of California/Science of Earthquakes

(1 block, 1/3 credit physics – Science; Prerequisite: Conceptual Physics)

Students learn how geologists work as well as the geological history of California. Skills include: topographic and geologic map reading, orienteering, field observation, note taking, field measurements, geological principles, and rock types. We learn about plate tectonics and how earthquakes happen. We will also discuss the conditions that make some earthquakes much more deadly to humans than others. The class includes extensive fieldwork and collaboration with earthquake research centers in Southern California.

Forensic Science

(1 block, 1/3 credit – Science; SAS Option; Prerequisite: Conceptual Physics, Chemistry, Biology)

This course offers applied synthesis of concepts and skills from physics, chemistry, and biology. We will discuss the physics of blood splatters and bullet trajectories, the chemistry of body decomposition, and biology of autopsies and DNA fingerprinting. Students could read real crime scene reports and it would be great to set up ways from them to spend time in LAPD's crime lab.

EQ: What are the limits to DNA fingerprinting? What scientific advances are required for better crime solving? Who killed Kennedy?

Astrophysics and Cosmology

(1 block, 1/3 credit – Science; Prerequisite: Conceptual Physics & Chemistry)

The study of astrophysics includes several advanced fields in physics including: quantum mechanics, thermodynamics, relativity, and nuclear physics. Specific topics could include: gravity, black holes, quark theory, time travel, string theory, dark matter, the big bang, and expansion of the universe. We could start the course with a discussion of the early debates surrounding quantum mechanics, nuclear physics and relativity, and the key scientists involved in creating the field. Students would learn research methods currently used by astrophysicists and become familiar with the computational computer programs used by researchers. Collaborations with JPL would be perfect for this course.

EQs: Are the laws of physics universal? How did the universe begin? How has the universe changed over time? What kind of objects can be observed in space? How do solar systems form?

Physics: Sustainable Energy

(1 block, 1/3 credit – Science; Prerequisite: Conceptual Physics)

This course extends the syllabus from Conceptual Physics. Topics include: Energy vs. power, different forms of energy, first and second laws of thermodynamics, and how various energy technologies work. Students will learn to calculate the physical and financial implications of various energy sources. The goal is to understand the physics behind energy technology so that students can participate intelligently in discussions on sustainable energy.

EQ: What are the limits of energy efficiency? What is the best strategy for a sustainable energy future?

Application: Analyze proposed alternative energy technologies by evaluating financial cost, carbon reduction, return on investment, payback time, scalability, and environmental cost.

Chemistry: Chemistry of Foods and Cooking ↔

(1 block, 1/3 credit – Science; Prerequisite: Chemistry)

This course expands student's chemistry knowledge by applying chemistry to food science. We will discuss this history and molecular structure of food, biochemistry of digestion and nutrition, and perform food-based science experiments in the kitchen. The course also includes discussion of fermentation and the microorganisms involved in making foods like yogurt and breads.

EQs: How have we co-evolved with the food we eat? Why do some foods need to be cooked differently than others? How does cooking change the nutritional value of foods?

Applications: Students compile a science-based cookbook. Each student will be responsible for a recipe including nutrition information, history of the ingredients and a scientific explanation of the cooking process.

Biology of Disease

(1 block, 1/3 credit – Science; Prerequisite: Biology)

This course focuses on cell biology and immunology through the framework of diseases: cellular processes and genetics through cancer biology; immunology through infectious diseases, and neuroscience through Alzheimer's disease. Students will read primary research papers and clinical trial reports, then learn to present research findings. We will also discuss how to evaluate the strength of research reports and separate junk from solid science.

EQs: Will we ever cure cancer? Why have we not evolved complete resistance to disease?

Applications: Students choose a disease to present at a poster presentation open to the public. Students will present the history of the disease and its epidemiology, how the disease makes people sick and the current state of research on the disease.

Genetics

(1 block, 1/3 credit – Science; Prerequisite: Biology)

This course focuses on the role our genes play in who we are and how we behave. Topics include the molecular basis of gene function, mutations, inheritance, epigenetics, gene-environment interactions, population genetics and how genetic engineering is used in research, medicine and agriculture. The course includes labs and collaborations with local research labs. Students would learn how to read scientific papers and how to present research findings.

EQ: How can we share 99% of our genes with mice yet be so different? Do our genes make us who we are? Should we modify our genes?

Application: Students learn PCR techniques, and map their own DNA to learn about their ancestry. Basic genetic engineering of bacteria to make them glow in the dark.

Biology & Sociology: Issues in Bioethics ↔

(1 block, 1/3 credit – Science; Prerequisite: Biology)

This immersive course is based on contemporary controversies in science research: genetic engineering, IVF, end of life care, stem cells, cloning, abortion, vaccination, animal rights, euthanasia, access to health care, and environmental protection. Students will read articles in the media and follow the sources to understand how arguments are made and claims often overstated. This course will also focus heavily on debate skills. Students will learn how to formulate an argument, use facts to defend a position and refute claims. We will also discuss the importance of the scientific method and the difference between opinions and fact-based claims.

EQs: Are there universal truths? Who decides what is “right” in our society? Where do we draw the line between the good of the community and individual rights?

Applications: Student-led debates throughout the year on topics in bioethics; visits with scientists, organizations and policy makers

Marine Biology

(1 block, 1/3 credit biology – Science; Prerequisite: Biology)

Marine Biology is the science of the remarkable diversity of life in the world’s oceans. Topics include the anatomy and natural history of marine organisms from tide pools to deep oceans, marine ecosystems, and chemistry of the ocean. The course will involve several field trips to tide pools and marine research centers around Los Angeles.

Neuroscience

(1 block, 1/3 credit physics – Science; Prerequisite: Physics, Chemistry, and Biology)

Study how the brain works in this multi-disciplinary class. From the biophysics of single neurons to neurons specialized for social behavior, this class will cover modern neuroscience at multiple levels of analysis. Students will use computer simulations, pre-collected data, and hands-on labs to synthesize information from the many areas that contribute to neuroscience.

EQs: What is the brain made of? How does it work? What technologies are used to collect data from living brains? What mathematical models describe processes like perception, decision making, and action?

HUMANITIES

The Humanities program, beginning with a Humanities course in 9th and 10th grades, explores perennial questions of world history through an integrated study of history, literature, philosophy and art. Students learn to read thoughtfully and discuss a variety of texts, such as scholarly perspectives on history, as well as the primary literary, artistic and archeological expressions of human experience. The practice of thoughtful reading, questioning and seminar-style discussion provides a basis for all course work that follows. Students are guided to express their ideas with clarity and style in a number of written forms, including frequent short expository responses, multi-page essays, and other creative pieces, including poetry.

In the 11th and 12th grades students dive deeper into the individual disciplines of history and English. Students are required to take a three block course on the History of North America, and must choose three of six block options in English to comprise a three-block core course of study in literature. Students whose schedules permit may also choose to take additional blocks from these sequences, or instead select from a variety of intermittently-offered electives.

All courses will involve considerable amounts of reading and written analysis. Students will engage in seminar-style discussion, debate and role-playing. Sequoyah Advanced Studies courses offer particular challenges in volume and difficulty of reading, as well as higher expectations for written response.

The Humanities program is based on the following principles:

DIVERSITY | *Human culture comprises a diversity of experience and a variety of interpretations.* Students will develop a coherent framework for understanding human culture over time, unified by human dignity and defined by the available evidence but accommodating multiple ideas and narratives. Dissent will be encouraged. Human experience will be regarded at multiple scales, from “landscape views” of history to “case studies” involving deep inquiry.

EVIDENCE | *Culture is best understood through its recorded evidence.* Students will ground their study, wherever possible, in primary sources, native literatures, and local art forms, underscoring the specificity, immensity, and difficulty of history itself.

PERSPECTIVE | *Subjectivity is central to humane understanding.* Course themes will balance the fallibility and humility of human knowledge against the sacredness of the human mind and its ethics, both individual and collective. Our study will never present knowledge as occurring “in a vacuum” (outside of epistemological approaches in philosophy that presuppose that vacuum); instead, views of past and present will be assumed to appear through a screen of cultural norms and values.

RELEVANCE | *The study of humanities begins, but does not end, here and now.* The curriculum will retain Sequoyah’s place-based emphasis, using field studies and contemporary issues as lenses on the global past. Students will appreciate the Western tradition as a part of their heritage, but also recognize and claim other historical legacies. Our studies will continually be connected to current issues and guided by students’ concerns in their own lives.

FOUNDATION COURSES

Humanities 1: *The Available Record – Human Experience and the Ideas It Created* ↔
(6 blocks, 1 credit 9th grade English & 1 credit 9th grade history)

This “double” course will introduce students to humanities as a unified inquiry, beginning to ask the questions, “How have the experiences of human history led to ideas of the human condition?” and “How do cultural artifacts reflect human understanding of the world and our place in it?” Students will analyze a variety of human records (including

archaeological artifacts, ancient and modern literature, historical secondary sources, and visual art) and a variety of pedagogical approaches (including role-playing games, seminars, essays, and debates), many of which will offer contrasting interpretations of the same events or issues. Students will create an evolving timeline and map of human history, as it proceeds from evolution to civilization to consolidation to conquest and global interconnection. The bulk of the course will be focused on five or six deep case studies on this timeline, examining the ways ideas spring from particular societal and material conditions. Through these case studies, students will learn various techniques of historical argument and literary interpretation. Case studies and texts may include: origin stories and the Torah/Pentateuch; gender identity and mythology in *The Odyssey* and Ovid; medieval science and the trial of Galileo; the settling of Jamestown and the lore of the native encounter in Terence Malick's *The New World*; and the Islamic Revolution in Iran as seen through Marjane Satrapi's *Persepolis*.

EQ: *How do the experiences of a society lead to its ideas, as evidenced by its historical and literary record? What is the human role and place on earth? How have people's ideas of identity, fate, destiny, and the divine changed over time, and how do we know? How do these ideas connect to what we know of the events experienced by their authors?*

Applications:

Origin-story analysis essay and "children's book" creative writing project; Trojan Horse construction project; Odysseus reinterpretation seminar, comparing Homer's original to Tennyson's "Ulysses," excerpts from Joyce's *Ulysses*, Wolcott's *Omeros*, and Atwood's *Penelopiad*; an adapted version of Columbia University's "Reacting to the Past" role-playing game, *The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church, 1616-33*; movie reviews of *The New World* and a classroom mock trial of John Smith; annotations of and essay on Satrapi's *Persepolis*, focusing on the Cold War and its CIA interventions.

Humanities 2: *Ideology and Effect: Human Ideas and the History They Created*

(6 blocks, 10th grade – 1 credit English & 1 credit History; Prerequisite – Humanities 1)

The second course in the humanities foundation sequence demonstrates the "spiral" nature of the humanities curriculum in that it recapitulates the general historical pattern of the first course, moving from advent to civilization to consolidation to convergence of peoples. If we have already seen that a society's ideas are influenced by their circumstances, this time we will focus on how those ideas have in turn influenced their subsequent histories. In doing so, the course is intended to introduce the crucial role of doubt, bias, and hidden complexity into historical and literary vision, as it implies that every idea of the past is conditioned by a bias of cultural perspective. Where the first sequence focused on the individual and her identity in the universe, this one will shift to a view of whole societies experiencing transition and conflict, asking how their ideas of themselves and others, as groups, have affected their collective actions. Case studies and texts may include an exploration of early humans and their encounters with one another, as imagined via cave art, archaeology, and contemporary novels (like Jim Crace's *The Gift of Stones* and William Golding's *The Inheritors*); mysteries of the Indus Valley Civilization and the Hindu Vedas; Confucius' *Analects* and its influence on medieval Chinese empires; industrialization, technology, and philosophy in the Victorian Period as dramatized by Charles Dickens; colonialism and its legacies as seen in the literary sparring between Joseph Conrad and Chinua Achebe; and visions of the collective future in the sci-fi novels *The Dispossessed* by Ursula LeGuin and *Foundation* by Isaac Asimov.

EQ: *How do human ideas of history affect the history that comes after? How does historical causation occur? How do our ideas of group identity affect how we behave toward "the other"? How does cultural bias affect our view of the past, or of literary and artistic works?*

Applications:

"Neanderthal Imagination" project, documenting in fiction the interior life of another human people; speculative but supported debate on the language and fate of the Indus River Valley peoples, with special attention to environmental change theories; an adapted version of the "Reacting to the Past" role-playing game *Confucianism and the Succession Crisis of the Wanli Emperor, 1587*; seminar discussion and essay on Dickens' *Hard Times*; literary debate between defenders and prosecutors of Conrad's *Heart of Darkness*; utopian future TV-screenwriting project, based on LeGuin and Asimov.

ENGLISH

American Literature: *Transcendental Communities*

(1 block, 1/3rd credit English; taken with two other American Literature blocks; Prerequisite – Humanities 2)

This block in the American Lit sequence examines the United States first major literary movement, Transcendentalism. Conventional wisdom places the individual in the center of the American ethos, but among the nation's founders were tight-knit communities of strong belief—how did these communities lead to the first full bloom of American literature? What were they aiming to transcend? What held it to earth, according to its critics? What were its influences, Western and Eastern, and how do its ideas affect us still? Authors read will likely include Emerson, Thoreau, Fuller, Ellery Channing, both Alcotts, Hawthorne, and Poe. In addition to essays, students will complete a creative project that reflects the values, as they have analyzed them, of their own communities.

American Literature: *The Road Trip and the Picaresque*

(1 block, 1/3rd credit English; taken with two other American Literature blocks; Prerequisite – Humanities 2)

This block in the American Lit sequence takes the American cliché of the road trip and overlays it with the long literary tradition dating back to Renaissance Spain. Ernest Hemingway famously called Mark Twain's *Huckleberry Finn* the book from which all modern American literature came, and it will be our starting place. Since then, however, the road forks into literal and metaphorical travels, conducted by natives and visitors alike. Why do Americans privilege the idea of "adventures" as a way of conducting a life? What can we learn from outsiders, drifters, con men, and vagrants? What common elements do those adventures share? If America is, as Robert Frost said, "hard to see," how do travels within it make it easier, or harder? Texts may include memoirs by Simone de Beauvoir, Knut Hamsun, Charles Dickens, William Least Heat Moon, and John Steinbeck, and novels by Mona Simpson, Saul Bellow, Vladimir Nabokov, Marilynne Robinson, and others. Students can expect to take their own road trip or low adventure as a field studies component to the class, and to turn it into something of literary merit.

American Literature: *Class and Aspiration*

(1 block, 1/3rd credit English; taken with two other American Literature blocks; Prerequisite – Humanities 2)

Part of the American Lit sequence. American democracy, we sometimes like to imagine, is based in an egalitarianism that precludes the rigid social class structures of the Old World. A cursory experience with American literature, however, reveals a more complex story. How have we understood and created class in America through our literature? How is class aspiration and social climbing viewed in America? What are the markers of class, and how do they persist today? Readings may include Edith Wharton's *Custom of the Country*, Arthur Miller's *Death of a Salesman*, F. Scott Fitzgerald's *The Great Gatsby*, and/or Theodore Dreiser's *An American Tragedy*, and short fiction by James Baldwin and others. Class projects may include examinations of the role of class and wealth in students' own lives, and will center around contemporary debates about wealth and income inequality and the American political and economic systems.

American Literature: *Southern California Literature*

(1 block, 1/3rd credit English; taken with two other American Literature blocks; Prerequisite – Humanities 2)

This block brings the American Lit sequence home. Southern California in American literature has long occupied an odd place somewhere between backwater and center of culture, between peculiar curiosity and blank screen for the projection of vague dreams. The movies, of course, have been central to this idea, but they are far from the whole story. What does SoCal, as represented in fiction and film, say about our national self-conception? Why did such a sunny place acquire such a noir character, in the popular imagination? Novels read in this block may include *The Day of the Locust* by Nathanael West, *Mildred Pierce* by James M. Cain, *Ask the Dust* by John Fante, *If He Hollers Let Him Go* by Chester Himes, *The Loved One* by Evelyn Waugh, *Play It As It Lays*, by Joan Didion, *A Scanner Darkly* by Philip K. Dick, *The Tortilla Curtain* by T.C. Boyle, and *The People of Paper* by Salvador Plascencia. Films may include *Sunset Boulevard*, *Los Angeles Plays Itself*, *The Exiles*, *The Big Sleep*, *The Long Goodbye*, and *Southland Tales*. The class will involve multiple field trips, especially downtown to Bunker Hill. Students will complete a project based on a very particular setting or neighborhood, which will contain both fictional and analytical elements.

SAS English: American Lit: *Whitman and Dickinson*

(1 block, 1/3rd credit English; taken with two other American Literature blocks; Prerequisite – Humanities 2)

This block is a Sequoyah Advanced Studies unit of the required American Lit sequence. It would pair nicely, though it need not be combined, with the block on Transcendental Communities. Walt Whitman and Emily Dickinson represent two pillars of the American poetic pantheon. This block will examine them as products of the same time period and similar independence of mind, but of radically different experiences and proclivities. What do their verses say about the burgeoning identity of the nation? How did their works become so influential, eclipsing more popular poets of the time? How did their identities—as a likely gay man and a woman, in particular—and culture—the Civil War, the intellectual culture of New England, etc.—affect their poems? What purposes do their poems suggest for poetry itself? We will read much of Whitman’s *Leaves of Grass*, comparing his many revisions, and consider Dickinson’s poems not just individually, but as a corpus, considering both her “fascicles” and the other physical arrangements of her works—sliced envelopes, artful scraps—as deliberate artistic choices in themselves. We will also read some contemporary poetry, music, art and fiction (in excerpt) clearly written with Whitman and Dickinson in mind. Student projects will include substantial essays and letter-writing and journaling practice. A field studies component will send students out into the world to examine natural phenomena and people in their natural habitats and return with poetic reactions. A complementary poetry project will send students into their own minds, conditioned by some period of deliberate solitude, to do the same.

SAS English: American Lit: *Faulkner and Morrison*

(1 block, 1/3rd credit English; token with two other American Literature blocks; Prerequisite – Humanities 2)

This block is a Sequoyah Advanced Studies unit of the required American Lit sequence. It examines the legacy of racism and slavery and the character of the South from two very different historical and personal perspectives, but we will also will spend considerable time thinking formally about technique and structure in fiction, and how they instantiate a kind of substantive argument. Toni Morrison has repeatedly disavowed direct comparison with William Faulkner as a writer, but from her master’s thesis onward, she has also repeatedly cited him as a source of formal inspiration. What do their treatments—his from a white man in the Jim Crow era, hers from a black woman in the time of the Civil Rights Movement and Black Power—reveal not only about the nature of race and identity, but the 20th-century racial history of America? How do they *imagine* race, from the inside out? What do their works, and the techniques they deploy, tell us about fiction’s capacity, and limitations, for imagining the experience of others, especially across lines of oppression? Texts will likely include one or both of Faulkner’s *Light in August* and *Absalom, Absalom!*, and some combination of Morrison’s *Sula*, *Song of Solomon*, and *Beloved*, as well as short stories by both, and relevant readings from the Bible. Essays will include close reading and some historical research.

British Literature: *Shakespeare* ↔

(1 block, 1/3rd credit English or Theater, taken with two other British Literature blocks; Prerequisite – Humanities 2)

A highly recommended core block in the British Lit sequence, this block will take on three or four complete plays from William Shakespeare’s comedies, tragedies, and histories. Students will study Elizabethan English culture, the context of the Renaissance stage, and Shakespeare’s sources for the plays. The texts of the plays will be considered as literary documents of the time, and as scripts for an ever-evolving cultural heritage. Students will consider theatrical and cinematic staging of the plays, including non-traditional works inspired by them (operas, experimental films, etc.), as well as Shakespeare’s other poetic works. Field trips will not only take students to see plays performed, but also to the Huntington Library, where they can see Folio and Quarto editions of the plays in person. The plays selected will change in adjoining years, meaning students may take the course twice for credit. In addition to comparative essays on the texts or performances, students will stage excerpts from at least one play as small ensembles, memorize and perform key passages individually, and try their hands at their own blank verse dramas or sonnets, the better to understand Shakespeare’s art. Plays studies each block will be grouped for diversity, thematic threads, and the availability of live performances, but representative groups might include: *Much Ado About Nothing*, *Hamlet*, and *Henry IV, Part I*; or *Twelfth Night*, *King Lear*, and *The Tempest*; or *Julius Caesar*, *Richard III*, and *Othello*.

British Literature: *Jane Austen*

(1 block, 1/3rd credit English, taken with two other British Literature blocks; Prerequisite – Humanities 2)

From Samuel Beckett to F.R. Leavis, from BBC teledramas to *Clueless*, Austen's biting irony and keen social eye have inspired and provoked everyone from high-minded critics to pop-cultural YA mavens. This mod in the British Lit sequence will ask why. Why have these dry comedies of Regency manners maintained their currency? Why have so many adaptations to current social milieus been possible? Why does it take so long for Elizabeth Bennet and Mr. Darcy to get together? Students can expect to read and discuss the books in seminar format, and to watch and write about film adaptations comparatively. Texts will likely include *Pride & Prejudice*, *Emma*, *Mansfield Park*, and possibly *Persuasion*.

British Literature: Horror and Sublimity

(1 block, 1/3rd credit English, taken with two other British Literature blocks; Prerequisite – Humanities 2)

Block in the required British Lit sequence. In the age of Hollywood slasher and splatter films, it is easy to forget that the horror genre began in British Romantic literature, with its interest in the Gothic and the sublime—the intersection of beauty and terror, of infinity and pleasure. Even with all the vampires and zombies that have risen from their coffins since, however, we have not seen works that surpass the originals from the high point of 19th century fiction: *Frankenstein*, *Drocula*, *Dr. Jekyll and Mr. Hyde*. In this block, we will go back to the source, not just of horror, but of the most intense feelings and supernatural possibilities that literature can offer. In addition to the works noted above, the class may read such classics of the Gothic as Charlotte Brontë's *Jane Eyre*, Emily Brontë's *Wuthering Heights*, Jane Austen's *Northanger Abbey*, poetry by Samuel Taylor Coleridge and William Wordsworth, as well as criticism and philosophy by Edmund Burke, John Ruskin, and Immanuel Kant. The class will be driven by the question: What is the role of emotional disorder in art? Why do we so enjoy being terrified? Classwork will involve applying our new appreciation of historical genre and the theory of the sublime to contemporary works, in the form of movie criticism, literary reviews, and even short films.

British Literature: Literature from the "Other" Colonies

(1 block, 1/3rd credit English, taken with two other British Literature blocks; Prerequisite – Humanities 2)

This block in the required British Literature sequence is an inadequate counterweight to the year students at Sequoyah spend reading the literature of just one of Britain's colonies (the U.S.) that achieved hard-won independence from the mother country. The ways in which other places in Britain's colonial empire have wrestled with the complex mixed legacy of its literary and political culture not only deepen our understanding of our own imperialist inheritance, but represent entirely distinct and rich human inquiries on their own, a deeply diverse literature available to us in languages that are cousins to our own. The basic questions could not be more current: how does an empire see "the other"? How do people seen in such a way respond? What happens when culture is dominated and displaced, within the individuals who participate in it? Since "the sun never set" on the British Empire, this will truly be a too-rapid world tour, focused on writings from India, Nigeria, South Africa, and the Caribbean. Texts will focus on the voice of the colonized rather than the colonizer, though we will begin by recalling the controversy studied in Humanities II between Joseph Conrad and Chinua Achebe. Authors read may include Salman Rushdie, Arundhati Roy, R.K. Narayan, Anita Desai, Achebe, Ngugi wa Thiong'o, Wole Soyinka, Chimamanda Ngozi Adichie, V.S. Naipaul, Athol Fugard, Nadine Gordimer, J.M. Coetzee, Derek Walcott, Jamaica Kincaid, and Kamau Brathwaite. We may also read some criticism by George Orwell, Frantz Fanon, Edward Said, Gayatri Spivak, and Derek Gregory. Students will be encouraged to connect their own experiences to contemporary questions of race, class, and political control, and seminars and written work supporting them will be lively.

SAS English: British Literature: Joyce & Woolf

(1 block, 1/3rd credit English, taken with two other British Literature blocks; Prerequisite – Humanities 2)

This block in the British Literature sequence, a Sequoyah Advanced Studies mod for readers immune to intimidation, examines the modernist revolution in the novel through the lens of two of its most famous practitioners, the Irish writer James Joyce and the English novelist Virginia Woolf. Woolf, in a moment of hyperbole, claimed that "on or about December 1910, human character changed." What justification could she have had for saying so? How was that perceived change represented in the form of the novel that came after that moment? In reading Joyce's *Dubliners*, *Portrait of the Artist as a Young Man*, and excerpts from *Ulysses*, as well as Woolf's *Mrs. Dalloway*, *To The Lighthouse*, and *The Waves*, we will question the relationship between literary form and ideas of human nature more deeply than students may be used to. They will be asked to write in the spirit of modernist experimentation, and multiple

assignments will focus not only on the streams of student consciousness, but on the very blurred line between interior and social being.

SAS English: British Literature: *Elizabethans, Metaphysicals, Romantics, & Modernists* (1 block; 1/3rd credit English; taken with two other British Literature blocks; Prerequisite – Humanities 2)

This Sequoyah Advanced Studies block in the British Lit sequence will be for those looking for a window into the rich tradition of British poetry. It will divide the tradition into artificial “periods” in order to see the evolution of the forms and provide a comparative context in which to understand poets’ individual voices. It will likely be organized around a set of themed questions, which may change according to the year offered: What is the relationship of the individual to the divine? What about love, or what inducements to love, can be captured in a poem? Ditto for death, or war? What special responsibilities does poetry have to nature? The reading list will not be a surprise, and will focus on heavy hitters such as Edmund Spenser, William Shakespeare, John Donne, Ben Johnson, Robert Herrick, Samuel Johnson, George Herbert, John Milton, Andrew Marvell, Aphra Behn, Thomas Gray, Anne Bradstreet, William Blake, Robert Burns, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Shelley, John Keats, Elizabeth Barrett Browning, Alfred Lord Tennyson, Edward Lear, Matthew Arnold, Christina Rossetti, Lewis Carroll, Thomas Hardy, Gerard Manley Hopkins, William Butler Yeats, T.S. Eliot, Stevie Smith, W.H. Auden, Dylan Thomas, Philip Larkin, Ted Hughes, Anne Stevenson, and Seamus Heaney. Students should expect to get deep into the structure of poems, discuss single lines for entire class periods, and write their own verse.

The Short Story

(1 block; 1/3rd credit English; Prerequisite – Humanities 2)

One mod is not enough time to do justice to the form, and of course short stories will be read throughout the English department, but this course will focus on prose fiction that as Edgar Allan Poe defined it, can be read in one sitting. (In his day, one sitting may have been rather longer than we would now expect.) Rather than attempt to survey the field, from Edgar Allan Poe and Washington Irving to the present day, the block will focus on four or five acknowledged specialists in the form, reading not the most frequently anthologized works, but enough of a sampling to get a sense of range for each of the authors. What is the short story giving these authors that longer, or shorter, literary forms might not? How can the full range of human experience be conveyed in such a compressed medium? Masters might be chosen from among (in no particular order) Poe, Anton Chekhov, Henry James, Honore de Balzac, Guy de Maupassant, Shirley Jackson, Flannery O’Connor, Alice Munro, Donald Barthelme, Lydia Davis, Isaac Babel, William Trevor, Denis Johnson, Ernest Hemingway, Vladimir Nabokov, Jorge Luis Borges, Eudora Welty, Clarice Lispector, Julio Cortázar, Ivan Turgenev, Stefan Zweig, Franz Kafka, Katherine Anne Porter, Etgar Keret, John Cheever, Dambudzo Marechera, Isak Dinesen, David Foster Wallace, Deborah Eisenberg, Raymond Carver, Norman Rush, Amy Hempel, Leo Tolstoy, James Baldwin, Junot Diaz, Jim Shepherd, and Lorrie Moore.

Poetry and the Visual Arts ↔

(1 block; 1/3rd credit English or Visual Art; Prerequisite – Humanities 2)

This mod examines “ekphrasis,” the poetic encounter with art. If a picture is really worth a thousand words, why would anyone want to throw a few more on the pile? We will read treatments of visual art pieces by Homer, Horace, Dante, William Blake, John Keats, Robert Browning, Rainer Maria Rilke, Frank O’Hara, Wallace Stevens, William Carlos Williams, W.H. Auden, Elizabeth Bishop, Adrienne Rich, John Ashbery, Anne Sexton, Sylvia Plath, W.D. Snodgrass, and others, as well as the art that inspired them, by artists from deep antiquity as well as Pieter Breughel, Fra Lippo, Parmagianino, Leonardo Da Vinci, William Blake, Pablo Picasso, Van Gogh, Henri Matisse, and many more. Students will visit local museums, write their own poetic responses, and examine a single poem-artwork pairing in an extended series of presentations and writings.

Nature Writing ↔

(1 block; 1/3rd credit English or Science; Prerequisite – Humanities 2)

Henry David Thoreau famously said of his mission, “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach.” So what, exactly, do the woods have to teach? And what effect have the writers who went to learn it had on our ideas of nature, of wildness, of humanity? In

this course, students will use Thoreau and his contemporaries Ralph Waldo Emerson and John Muir as a trailhead to the prose nature writing that has come since. We will read whole works by some selection of Edward Abbey, Aldo Leopold, Gary Snyder, John McPhee, Wendell Berry, Annie Dillard, Barry Lopez, Michael Pollan, and Barbara Kingsolver. This course will entail special project work to be conducted during a school camping trip and presented during a dedicated evening event intended to represent the culmination of a student's experiences in the wilderness as a Sequoyah student.

History and Language of Theater ↔

(1 block; 1/3rd credit English or Theater; Prerequisite – Humanities 2)

Through the study of global theater from the Ancient Greeks to classical India and Japanese Noh theater; from Shakespearean England to Chekhov's Russia; from New York City and Los Angeles in the 60s through the 90s; and from South Africa in the 80s to a climate change play written last year, students will read and analyze plays and learn to connect them to their historical and cultural contexts. Students will also study how to read plays both as literary works and as events that are meant to be staged and performed live. We will see a number of plays in Pasadena and Los Angeles, and students will write reviews of live performances and will present individual research projects.

SAS English: Abrahamic Literature ↔

(1 block; 1/3rd credit English; Prerequisite – Humanities 2)

This mod offers an introductory view into the scriptures of three Abrahamic traditions, as literature rather than as religious guides. There are no more influential texts in all of Western literature than the Hebrew and Christian Bibles, and the encounter between these traditions and its Muslim cousin has never been more current than it is today. We will examine excerpts from the Torah, the Gospels, and the Qu'ran, attempting to analyze them in literary and historical terms, with a particular focus on the relationship between story and ethics: how do their narratives answer the question of how to be good? How can their instruction be seen in the context of the cultures that created them, and in contrast to the civilizations they were reacting to? Given the volumes of scholarship and debate that have been continuously applied over the millennia, the course will be less a comprehensive survey than a tantalizing start, but students should bring an open mind and a willingness to read at length in modes that are centuries old. There will be a major field studies component, involving visits to Jewish, Christian, and Muslim houses of worship in the Los Angeles area.

SAS English: A Brief History of Contemporary Irony ↔

(1 block; 1/3rd credit English; Prerequisite – Humanities 2)

The literary value of irony has been known at least since Socrates, and from a certain definition, one could propose irony as the wellspring of literature itself, as the Danish philosopher Søren Kierkegaard did. On the other hand, the thinker Paul de Man denied that irony was even a concept that could be defined. This course will take for granted that teenagers know irony when they see it, and try to narrow it to a particular species of literary "problem" (as opposed to a dramatic one): when the author herself doesn't quite believe in what he or she is saying, and makes little effort to hide it. After brief readings in classic examples of this irony in satire (Aristophanes, Jonathan Swift, etc.), we will ask whether we believe that there is a contemporary problem of irony in literature, as David Foster Wallace famously proposed. Readings will include prose from Wallace, Thomas Pynchon, Lydia Davis, George Saunders, Ben Lerner, and Sheila Heti, as well as various television programs and film excerpts.

Creative Writing

(1 block; 1/3rd credit English; Prerequisite – Humanities 2; course may be repeated)

This one-block mod will use a workshop-style format as well as various writing exercises to put engaged creative writers through their paces. Readings will vary, but the focus will be on student work. Writers will be admitted on the basis of a name-blind portfolio submission. Students will write poetry and fiction, at length, and constructively critique each others' work. The focus will be on taking risks and finding voices, not polishing gems. The class will attend and give local readings, and hear from visiting writers.

Theater Intensive: Playwriting ↔

(1 block; 1/3rd credit English; Prerequisite – Humanities 2 and the History and Language of Theater)

Independent Study

(1 block; 1/3rd credit English; Prerequisite – American or British Literature sequence)

English department Independent Study work can be arranged by permission of an English department advisor. Projects must show sufficient rigor, scope, and feasibility to suit a one-block structure, and a detailed proposal and reading list, regular meetings, and a public final presentation will be required. Examples of projects could include research papers, extended creative writing, monograph-length persuasive or analytical work, community work with a relevant writing or reading aspect, etc.

HISTORY

History of North America

(3 blocks; 1 credit History, required 11th Grade, requires one other History of the Americas block, Prerequisite – Humanities 2)

This 3-block course provides a comprehensive survey of the major historical events, themes, and concepts of North America. Beginning with the first native peoples, their migration through the continent and the diversity of their ways of life, the course will proceed through early European settlement, nationhood, internal conflict, world wars, and up to the present, with a particular focus on United States history from colonial days up to the recent past. Specific themes and focus may vary, but emphasis will be placed on multiple perspectives on the overall history of the so-called “New World,” presenting a complex view in place of the conventional one; for instance, imagining the settlement pattern of the continent as originating in the Great Plains or the West Coast rather than the East Coast. Texts will vary considerably from year to year; a course reader will reflect the current theme. Field trips will explore the record of native, Spanish, and more recent settlement of our local area.

History of the West

(1 block; 1/3rd credit History, Prerequisite – History of North America)

This one-block, in-depth regional history course takes the American West as its focus, attempting to re-balance the historical view of the development of the United States geographically and conceptually. The West (as well as the Great Plains) was where the continent’s first settlers came, after all, and the location of extensive early European colonization as well. It aims at this correction not just by locating older traditions on the continent in the West, but also by presenting women’s equal role in the history and mythology of the region, and especially by giving depth and complexity to the American Indian experience. Alternate years may put particular focus on one or more of these reformist histories. In grappling with the grandfather of Western history, Frederick Jackson Turner, whose emphasis on a heroic romance of the frontier still conditions the conventional view today, and whose legacy has been complicated by the so-called New Western scholarship, the course will also afford students crucial lessons in historiography—the study of how history is studied. Students will avail themselves of many local resources for their study, including the Huntington-USC Institute on California and the West. The course will culminate in an original, locally-based research project.

Slavery, Abolition, and Civil War

(1 block; 1/3rd credit History, Prerequisite – History of North America)

Building on the work done in the History of Americas sequence this one-block in-depth examination of the history of slavery in the United States covers not only the period of the civil war itself, but an extended exploration of slavery as an institution in the Anglo-American world inextricably linked with a capitalist economy. The course will pay close attention to the relationship between “bondage” and “contract,” before and after the Civil War. Units focus on the abolition movement in Britain, features of the slave trade in Africa and the Caribbean, and of course the economic, political, and social developments in the United States. Readings will include both secondary analyses and primary documents—slave narratives and letters presented in *The Diligent*, broadsides, legal documents, *Uncle Tom’s Cabin*—and our study will emphasize a full understanding of their cultural context and authorial intent. Final projects will seek to connect the

legacy of slavery, in the South and elsewhere, with current (or at least subsequent) events in American history, in an original research project.

“Small Countries Have Big Politics”: Guatemala in the 20th Century (1 block; 1/3rd credit History, Prerequisite – History of North America)

This one-block complement to the North American survey course is designed as crucial background to the 11th-grade field studies trip to Guatemala. Students participating in that trip should go prepared with a basic sense of the modern history of the country, so as to better understand the background of any social justice program there. This course is intended to give that sense. It begins in the with the background of the Monroe Doctrine, the Cabrera regime, and the United Fruit Company—the beginning of the most active U.S. involvement in the country—but will focus most of its attention on the period beginning with the October Revolution, proceeding through the CIA-backed coup, then leading to the 36-year civil war. The course will end with an in-depth unit on the assassination of Bishop Juan José Gerardi, for which it will take Francisco Goldman’s *The Art of Political Murder* as the central text. The class will also read the personal account of Nobel Prize-winner Rigoberta Menchú, and engage in a class debate on the question of her credibility, using work by anthropologists David Stoll and Victoria Sanford, as well as historian Greg Grandin. An ongoing project throughout the course will use our evolving understanding of Guatemalan politics and human rights cases to theorize about what constitutes historical truth, especially as concerns violence and atrocity—what can be known and how it ought to be used.

Markets, Labor, and Business in U.S. History

(1

block, 1/3rd credit – History, prerequisite - History of Americas)

Part of History of Americas sequence, fulfills 11th grade requirement with N. American Survey. President Calvin Coolidge famously claimed that the “Business of American is business,” and we are undoubtedly in a new phase of American economic obsession. So just what is American business? How have markets, economists, labor unions, and corporations influenced the lives of Americans? This course will direct most of its attention to the period from the beginning of the Industrial Revolution to the current neoliberal age, especially the Great Depression, the post-war boom, and the birth of the consumer and information economies. Driving its inquiry will be the question: does American business serve the well-being of its citizens? What happens when it does not? Our inquiry will proceed by a series of two or three case studies. Students will gain a very basic knowledge of economics, but for a stronger introduction, they should consider the elective Economics & Justice.

Modern Africa

(1 block, 1/3rd credit – History; Prerequisite – History of North America)

This one-block course will not attempt to tackle a comprehensive view of even the modern history of the continent that has seen the longest habitation of human beings on earth. Indeed, it will begin from the proposition that the cultural habit, common in Europe and the United States, of seeing Africa as a monolithic entity, may be partially responsible for Western failures in understanding the region. Instead, each offering of the course will offer a different case study of a particular nation, region, or thematic construct on the continent. Examples might include a history of apartheid in South Africa, an examination of the Arab Spring in North Africa, or the rise and fall and rise of the Republic of Liberia.

Economics & Justice

(1 block, 1/3rd credit – History; Prerequisite – Humanities 2)

This course intends to give students an introduction to the basics of economic theory, with a particular view toward the moral underpinnings, or moral results, of economic structures. We will therefore attempt to cover the field, both micro- and macro-, all the way up to neoclassical economics, without forgetting Adam Smith’s remark that “No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable.” The class will be a blend of textbook and primary textual work, reading excerpts from Smith, Karl Marx, John Maynard Keynes, and others. Students will be expected to produce work that analyzes some economic angle of a Sequoyah Social Innovation Program project.

History of Mathematics ↔

(1 block, 1/3rd credit Mathematics elective or History; Prerequisite – Humanities 2, Math Foundations 2)

[See Math]

SAS History: Middle East Predicaments

(1 block, 1/3rd credit History; Prerequisite – History of North America)

This one-mod history course will take a single currently active conflict in the Middle East as its subject. The centrality of the contemporary Middle East to the foreign policy and daily lives of all Americans is one of the few aspects of that region's geopolitics that is not in dispute, so students should expect to go deep into an understanding of the roots of that current conflict. Obvious choices might include the Israeli-Palestinian conflict, the Syrian Civil War, the Yemeni Civil War, the Egyptian Revolution of 2011, or the rise of the Islamic State of Iraq and Syria.

SAS History: Theory & Practice of Nonviolence

(1 block, 1/3rd credit History; Prerequisite – History of North America)

This course will examine the theoretical basis of nonviolent resistance and social change, with illustrations from a limited number of nonviolent movements, successful and not successful, in recent history. The course will study both the religious and secular roots of nonviolent theory, as well as their modern distribution, through such figures as Leo Tolstoy, Henry David Thoreau, Mohandas Gandhi, Martin Luther King, Jr., and Gene Sharp. Under what conditions can nonviolence work? Does that matter—are we morally obligated to it? Students will also consider criticisms of nonviolence, both in general and in the specific cases studied—critics will be a similarly diverse group, such as Leon Trotsky, Frantz Fanon, Malcolm X, George Orwell, Reinhold Niebuhr, etc. Students will complete work analyzing situations of contemporary injustice, evaluating their potential for nonviolent campaigns. Classwork will involve extensive debating, as well as exercises meant to provide laboratory-style experiments for nonviolent techniques and non-authoritarian decision-making structures.

Independent Study

(1 block, 1/3rd credit History; Prerequisite – History of North America)

History department Independent Study work can be arranged by permission of a History department advisor and the English or Humanities department chair. Projects must show sufficient rigor, scope, and feasibility to suit a one-block structure, and a detailed proposal and reading list, regular meetings, and a public final presentation will be required. Examples of projects could include research papers, monograph-length historical studies, in-depth community or oral history projects, sociological studies, etc.

HUMANITIES ELECTIVES

Pasadena & Los Angeles ↔

(1 block, 1/3rd credit History or English; Prerequisite – History of North America)

In partnership with the Pasadena Museum of History and The Huntington Library, students will explore history through place. The course seeks to provide a case-study approach to the contemporary character of the area, understanding the connections of its past to American and world history and the arts but seeking to represent the real place, as lived now, rather than strictly as a phantasm, a dumping ground for the projections of outsiders and short-timers. The course will require several field trips, inside and outside of class hours, and a mod-long project will send students to investigate a local community or issue in the field. Historical readings may be selected from Mike Davis, Carey McWilliams, Reyner Banham, Joan Didion, William Deverell, and Norman Klein. This course pairs well with American Literature: Southern California Literature, but will focus for its cultural aspects on visual arts and music scenes, likely including local concerts, exhibitions, and the Hammer Made In L.A. Biennial.

War and Its Literature ↔

(1 block, 1/3rd credit History or English; Prerequisite – History of North America)

Rather than a deep case study approach, this course will offer selections of literary response from several major conflicts (in which the United States was a participant) since the Civil War. Its driving question will be whether there are common themes or feature of war experience, across times, cultures, technologies, and the horrible line separating “victors” from “victims.” Background historical study from the conflicts will be aimed at this question, as prompted by the literature in question, which will come from combatants and civilians alike. The course may consider all or part of *The Red Badge of Courage* by Stephen Crane, *All Quiet on the Western Front* by Erich Maria Remarque, *A Farewell to Arms* by Ernest Hemingway, *Catch-22* by Joseph Heller, *Survival at Auschwitz*, Primo Levi, *Tree of Smoke* by Denis Johnson, *The Hunters* by James Salter, *Redeployment* by Phil Klay, and *Love My Rifle More Than You* by Kayla Williams, as well as poetry by Wilfred Owen, Randall Jarrell, Siegfried Sassoon, Yusef Komunyakaa, Kevin Powers, and Carolyn Forché. If we watch war films, it will be to ask whether visual narrative media have an inherently different capacity for representing war than written forms. Students will keep a journal recording their changing understanding of war throughout the course, which will become a comparative essay.

Seafaring: Ocean Trade in Imagination and Reality ↔

(1 block, 1/3rd credit History or English; Prerequisite – History of North America)

Taking to the sea still captures the imagination. This course examines the place that sea exploration and trade has taken in the Western imagination, and attempts to chart some of the history behind it. What about seafaring led it to such metaphorical resonance? How did the ship’s deck come to serve as a stage for clashes of culture, struggles for domination, attitudes toward nature, and masculine moral development? The class will begin with Coleridge’s *Rime of the Ancient Mariner*, then draw answers from texts concerned with exploration (Ernest Shackleton, James Cook), fishing and whaling (Ernest Hemingway, Edgar Allan Poe, Herman Melville), and slavery, trade, and piracy (Charles Johnson, Joseph Conrad, Richard Hughes). Students will be charged with elaborating a historically-based analysis of one these works, seeking to find arguments that connect their literary appeal to the political, economic, and social conditions of their time or subsequent times.

The Internet ↔

(1 block, 1/3rd credit History or English; Prerequisite – History of North America)

What is the Internet? The salvation of humanity, or its declension into distraction and disconnection? Some combination of both? Neither? Not even a thing? Which Internet-based technologies are good? Bad? This class examines the highly contemporary, and still forming, intellectual and aesthetic investigation of the phenomenon of networked computing. We are all involved in it, all asked to promote or resist or use or restrict it, but we lack even the basic terms in which to understand it. The authors students will study in this course are beginning to explore those terms in works primarily aimed at the non-specialist, as commentators, critics, boosters, or artists. They include Clay Shirky, Kevin Kelly, Lawrence Lessig, Sherry Turkle, Cass Sunstein, Jaron Lanier, Evgeny Morozov, William Gibson, Dave Eggers, Hari Kunzru, Jennifer Egan, Lottie Moggach, Tao Lin, M.T. Anderson, and Gary Shteyngart. Student projects will include a personal technological policy and code of ethics, a short story demonstrating one’s Internet “reality,” and an actual technology project, however small, that draws on the lessons learned during the course.

SAS Humanities: Invitation to Philosophy - Allegories and Thought Experiments ↔

(1 block, 1/3rd credit – History; Prerequisite – History of the Americas and American or British Literature)

This one-block course is intended not as an introduction to the study of philosophy, but an invitation to it. Rather than attempt a comprehensive view of all the traditional areas of philosophy—metaphysics, epistemology, logic, ethics, aesthetics—this course intends to intrigue students into further reading and thinking by introducing a common device used by philosophers in most of the above: the thought experiment. This technique lends itself to use by the beginning philosopher, and by an integrated humanities department, for its close kinship with fiction and allegory. We will ask “what if?” a thousand ways. What if we are all stuck in The Matrix? What if a time machine dropped us into another culture? What if a famous violinist needed to borrow your kidneys? What if every atom in your body were replaced by an exact replica? These actual questions, and many more, have been used by decidedly non-beginning philosophers to make deadly serious points, about the nature of knowledge, the definition of justice, the rights of women, and the nature of the self. So what’s so special about “what if?” Philosophers read may include Plato, Lucretius, Avicenna, Rene Descartes, Isaac Newton, Immanuel Kant, J.S. Mill, William James, John Dewey, Ludwig Wittgenstein, Albert Camus,

Hilary Putnam, Derek Parfit, John Searle, Thomas Nagel, John Rawls, Peter Singer, and Judith Jarvis Thomson. Students will be asked to use their own thought experiments to prove philosophical positions they strongly believe in written papers; they will then invite classmates and other members of the community to consider, approve, and refute their arguments.

ARTS

OVERVIEW

All students are required to take 3 blocks (A-C) of arts during the 9th grade year, but may choose from visual arts, theatre or music for each block. Before graduating, students must complete 3 blocks of the same discipline. A variety of arts courses are offered. Some are 1 block long, while others combine multiple blocks.

MUSIC

Sequoyah's music program builds upon the independent musical training of students to develop appreciation for and provide immersive experiences with musical traditions from around the world. The program creates opportunities for students to participate in modern ensembles and seek out novel forms of collaboration that bridge artistic disciplines. The contemporary landscape of music production also requires students to become familiar with and use new digital technologies for music creation. Finally, the program provides the opportunity for students to experience art as a social, community-based practice that has been an important part of social change across cultures, beginning by forming connections with artists in the Los Angeles area.

To help students discover hidden or emerging musical interests, talents and creativity, they are exposed to a world of new developments in professional music: from pop hybrid works such as Bjork's *Volta* and *Biophilia*, to serious efforts at blending rock traditions with those of the western classical at Mass MOCA's *Bang on a Can* institute, and venerable classical institutions engaging local communities in meaningful ways, such as Carnegie Hall's *Weill Music Projects* in prisons and hospitals.

The program balances lessons on developments in theory and the exploration of new genres of music, with collaborative approaches and new technologies that inspire creativity. As the means of music production becomes more economical and accessible, cultivating our ability to imagine and collaboratively create art becomes an increasingly crucial skill set. Students will recognize the variety of avenues that can lead to sustainable careers, such as cross-disciplinary fields involving music therapy, music diplomacy, digital instruments, computer music and software, wireless audio technology, and musical artificial intelligence.

Contemporary Ensemble 1: *Performance*

(1 block; 1/3 credit – Arts)

In this introductory course, students work with a teaching artist to form small ensembles, bands and musical groups based on their levels and abilities. Ensemble instrumentation can vary widely and depends entirely upon students' abilities and interests. Examples: 2 guitarists, 2 vocalists, 1 cellist, 2 DJs and 1 pianist. Resident teaching artists help students to write new repertoire or help orchestrate older works. Students are also encouraged to begin creating original pieces for their ensemble.

Contemporary Ensemble 2: *Performance & Introduction to Composition*

(1 block; 1/3 credit – Arts, Prerequisite – Audition with Music instructor)

Building on the introductory work in the level 1 course, Contemporary Ensemble 2 extends ensemble building to include increased improvisation and experimentation. Each student is expected to compose a short original piece to perform with an ensemble.

Contemporary Ensemble 3: *Composition & Performance*

(1 block; 1/3 credit – Arts, Prerequisite – Audition with Music instructor)

Contemporary Ensemble 3 continues the work of the second course, providing the occasion for further training and practice with improvisation, composition and performance.

Music Production 1: *Introduction to production*

(1 block; 1/3 credit – Arts)

In this course, students analyze a diverse set of musical recordings from around the world. Students learn the history of music technology, properties of acoustics, methods for collecting found sounds and producing digital music. For the culminating project, students produce an original track.

Music Production 2: *Creation of digital instruments*

(1 block; 1/3 credit – Arts, Prerequisite – Music Production 1)

This second course is focused on the creation of digital musical instruments, using microprocessors and basic coding to design and create basic MIDI instruments. Students will learn the basics of several computer languages, examining the properties of electromagnetism and capacitive sensing.

Composition 1: *Introduction to music theory & arrangement*

(1 block; 1/3 credit – Arts, Prerequisite – Contemporary Ensemble 1)

This hands-on introductory course offers students a first glimpse of music theory. To complete the course, students create an original work grounded in concepts from the class.

Composition 2: *Global music and theory, arrangement & performance*

(1/3 credit – Arts; Prerequisite – Audition with Music instructor)

An advanced music elective, Composition 2, similar to Composition 1, guides students to create an original student composition by engaging in the study of scores and musical genres from various traditions from around the world: traditional western, Indian, serial, abstract, and conduction.

Songwriting 1: *Introduction to Songwriting*

(1/3 credit – Arts; Prerequisite – Audition with Music instructor)

How can a story be told with words and music in less than 4 minutes? In this course students will analyze selected works spanning popular music from George Gershwin to Nina Simone and Ed Sheeran, determining effective uses of proven song forms and lyrical devices. Students will get the chance to work collaboratively as well as individually on their own compositions. They will also learn how to chart out their works for musicians. The course will culminate in a songwriting showcase in which students will have the opportunity to have their works performed with a student band.

Songwriting 2: *Writing for Specific Projects*

(1/3 credit – Arts; Prerequisite – Audition with Music instructor)

How can the "micro-story" of a song be an integral piece of a larger story, like a film? In this course students will work on honing their craft to write songs intended for specific use in larger projects such as films, plays or albums. Students will be asked to write with a certain theme in mind and will have the opportunity to collaborate with students outside the class for actual placement of their songs in such projects. Students will also learn about the process of arranging and

recording their material in a studio setting. Guest speakers will be called upon to enlighten students with stories of their experiences as working songwriters.

Independent Study in Music

(1 block, 1/3 credit – Arts) Approval Required

Upon successful completion of the Independent Study application, students are encouraged to explore a wide range of topics in music. Possibilities include lessons on specific instruments, like the Persian setar, ney, or the mbira, to participation in a band or musical group outside Sequoyah, or instrument building of physical and/or analog electrical instruments, like circuit bending or building washtub basses.

THEATER ARTS

Theater at Sequoyah High School is driven by a passion for collaboration, risk-taking, artistic expression, and a deep sense of community. From classes in Acting and Improvisation, to a Shakespeare Intensive, to Theater History and Theater and Social Justice, to full theatrical productions, theater at Sequoyah offers students a unique opportunity to explore the depth and breadth of theater. In their Junior or Senior years, advanced theater students can choose to work deeply as playwrights, designers, or directors, culminating in a student-generated Festival of One-Act Plays in the Spring.

Acting I - *An introduction to theatre*

(1 block, 1/3 credit – Arts)

Acting I is the introduction to theater at Sequoyah. The course welcomes students who have never taken an acting class before and to challenge and inspire students who have already acted for a few years. Students learn the basic principles of the art and craft of acting in a playful, encouraging, collaborative atmosphere. Particular emphasis will be given to enlarging the imagination, taking risks, supporting classmates' growth, and collaborating effectively.

Fundamental skills include: concentration and focus, observation, improvisation, invention, vocal and physical control, characterization, and scene analysis.

Applications: Improvisation, scene study, monologues, beat work, performance of original scenes and performances

Acting II

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

Acting II follows the groundwork laid in Acting I and takes the next steps in developing a strong and flexible acting technique, paying particular attention to movement work, freeing the voice, and scene study. Movement work takes a physical approach to acting and developing a character through the use of the body, while vocal work includes developing breathing techniques for the actor and vocal flexibility for voice and speech. Coursework is also focused on text analysis, contextualization, and makingactable choices that are supported by the circumstances of the narrative. The course will focus on learning to be spontaneous and authentically engaged in relationships instead of "performing." Memorization of two short scenes and two monologues will be required. Students may be invited to lend their talents to one of Sequoyah's other theater classes like Directing or the Festival of New Plays.

Applied Theater and Theater for Social Change ↔

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

Bertolt Brecht once said, "Art is not a mirror held up to reality, but a hammer with which to shape it." This course

explores how to use theater as a tool for social change, education, participation, and community development. Students will learn various techniques of "applied theater," which uses theater in non-traditional contexts and venues such as museums, hospitals, nursing homes, juvenile detention centers, homeless shelters, after school programs, and community development. As you can see, applied theater doesn't have to happen on a stage! The course culminates in a community event that will be open to friends, family, and the broader Sequoyah community during the final week of the semester.

Theater 101

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

Do you love the theater? Or do you want to try something completely new? In Theater 101, you can explore many different aspects of theater, all in one class! Students will work intensively in each area – improvisation, acting, costume design, set design, playwriting, and directing. This is an intensive class that aims to dig deep into each area of theater that we study. Guest theater artists from the Los Angeles area will join us throughout the course, and we will work with various plays such as "Angels in America" by Tony Kushner, "How I Learned to Drive" by Paula Vogel, and "365 Days/365 Plays" by Suzan-Lori Parks.

Improvisation

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

Studying improvisation frees the imagination, builds self-confidence, fosters ensemble building and team-work, enhances public speaking skills ... and it's fun! Sometimes silly, sometimes wild and crazy, improv training will inspire students to think outside of the box and say "yes" to the unknown. The objectives of this course are to discover the fundamental of improvisational comedy, to be more creative, to improve your storytelling skills, to think quickly on your feet, and to take risks. Through coaching, warm-up exercises, creative performance games, and short-form scene-work, you will learn how to be more spontaneous, trusting, and cooperative and how to listen in a fun, creative atmosphere.

Introduction to Shakespearean Acting

(1 block, 1/3 credit – Arts; prerequisite: Acting 2)

This is an advanced acting class in which students will learn to find ways to activate Shakespeare's words through our bodies, voices, and imaginations. We will study the fundamentals of scansion, Shakespearean text analysis, Elizabethan vernacular, rhythm, musicality, comparisons and antitheses, and uniquely Shakespearean plot twists. In the process, we will discover how Shakespeare's unique linguistic structure expresses the emotional life of the characters. Students will also learn about archetypal comedic characterizations with a basis in Commedia dell Arte and the significance of physical and vocal transformation. Pre-requisites are Acting One and Acting Two.

Theater and Science ↔

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

"Theater and Science" is an interdisciplinary class that explores what Alan Lightman, author of *Einstein's Dreams*, calls the "longstanding love affair between scientists and artists." In this class we investigate the tradition of science on the stage, focusing in particular on the current wave of science playwriting and debating the surge of interest in science-driven plays today. The class will be organized by scientific themes as we trace the history of how scientific ideas (such as astronomy, evolution, ecology, climate change, medicine, physics, biogenetics, environmental pollutions, mathematics, quantum mechanics, fractals, and thermodynamics) are dramatized by playwrights. Guest scientists from JPL and Caltech will give us additional insights into the science the plays. Plays we will read include: *Arcadia*, by Tom Stoppard, *Life of Galileo* by Bertolt Brecht with Margarete Steffin (trans. and adapted by David Edgar), *Copenhagen* by Michael Frayn, *Wit* by Margaret Edson, *An Enemy of the People* by Henrik Ibsen, *Photograph 51* by Anna Ziegler, *Proof* by David Auburn, *Heroes and Saints* by Cherrie Moraga, *Completeness* by Itamar Moses, *The Other Place* by Sharr White, *After Darwin* by Timberlake Wertenbaker, and *Relativity* by Cassandra Medley.

The Plays of Shakespeare I and II ↔

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

Students will read a number of plays from Shakespeare's comedies, tragedies, and histories. Through student research and class discussions, we will also learn about the intersections of politics and culture in Shakespeare's time so we can understand the plays' compelling background stories. Students will develop a stronger sense of the original audience's insights into the plays, and they will examine how performance texts are deeply embedded within specific cultural and historical constellations. We will also analyze various films, opera, and theatrical interpretations of the plays, opening up discussion about the plays' rich interpretive fields. We will also learn about essential supplementary texts such as the First Folio, Quartos, different revisions of Shakespearean plays, and Shakespeare's sonnets. This course will be offered twice in alternate years, reading different plays each course; interested students can take the course two times for credit. For example, in one section we could read *Much Ado About Nothing*, *The Comedy of Errors*, *Hamlet*, *Macbeth*, and *Henry IV Part I*, and in another section we could read *As You Like It*, *Twelfth Night*, *The Tempest*, *King Lear*, *Othello*, and *Richard II*.

History and Language of Theater ↔

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

Through the study of global theater from the Ancient Greeks to classical India and Japanese Noh theater; from Shakespearean England to Chekhov's Russia; from New York City and Los Angeles in the 60s through the 90s; and from South Africa in the 80s to a climate change play written last year, students will read and analyze plays and learn to connect them to their historical and cultural contexts. Students will also study how to read plays both as literary works and as events that are meant to be staged and performed live. We will see a number of plays in Pasadena and Los Angeles, and students will write reviews of live performances and will present individual research projects.

Theater Intensives: Playwriting, Directing, or Design

(2 block, 2/3 credit – Arts; prerequisite: Acting 1)

These independent study courses are designed as advanced theater seminars for those Seniors interested in writing, directing, or designing original one act plays to be performed in the annual Festival of New Plays. Students may choose to write a play; design costumes, set, and lighting; or direct a play. In the first block, student playwrights will write and develop their plays. In the second block, student directors and designers will direct or design the plays written by the playwrights in first block. Students will attend rehearsals and production meetings, and will produce the shows themselves. The number of participants will be limited. Pre-requisites are Acting One and Theater 101.

Introduction to Directing

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

This course will introduce students to stage directing, and our focus will be on the director's craft: selecting and analyzing a script, collaborating on the production, honing rehearsal skills, creating stage pictures, casting, and developing a production concept. Particular emphasis will be given to composition, spatial relationships, and the development of a unique aesthetic perspective. We will see a number of plays during the semester and discuss the directing elements we see. All students will direct a brief scene of their choosing. The class will culminate in an informal showcase open to friends, family, and the Sequoyah community in the final week of class. Pre-requisites for this class are Acting One and Theater 101.

Introduction to Playwriting ↔

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

This creative writing course focuses on elements of playwriting and is suitable for students who have never written a play before, or for those who have some experience in playwriting. Students need only a love of storytelling and writing! We will cover the basic elements of playwriting such as character and narrative structure; a play's arc through its beginning, turning point, and ending; high and low context dialogue; revealing action; the power of the unspoken word; character maps; clustering; storytelling from personal experience; and monologue. Classes will consist of writing exercises, presentation, friendly critique, and discussions about generating inspiration, finding your voice, and creating interesting characters and dramatic structures. Your goal should be to write between 10 and 15 pages a week, and our

final projects will be a long one-act of 20-30 pages, or two short 10-minute plays; these will be plays that you have been writing and revising throughout the semester. We will also read and discuss one play each week. Pre-requisites for this class are Acting One and Theater 101.

Introduction to Design for the Theater

(1 block, 1/3 credit – Arts; prerequisite: Acting 1)

This course covers the fundamentals of the process of designing costumes, set, and lighting for the theater, from the initial examination of the script through developing the design to the collaborative process with the director. A variety of art projects involving drawing, cut/paste, sculpture, collage, painting, and other techniques will be used in the exploration of line, shape, form, space, value, color, texture, variation and contrast, balance and proportion, rhythm and movement, unity and harmony, and visual compositions. We will also study the objectives of theatrical design such as time and period, place and locale, theme, mood, style, characters, and solving theatrical problems. The student will then apply these fundamental concepts in the completion of projects in scene, costume and lighting design. Pre-requisites for this class are Acting One and Theater 101.

VISUAL ARTS

The visual arts program at Sequoyah offers an in depth analysis of art from multiple perspectives based in the tradition of *Gesamtkunstwerk*, one that seeks to root contemporary expression in the blending of forms and previous works. The formal principles and elements of art and design are presented so that students can create a balance of skill and self-expression. Honoring the three modalities of learning (auditory, visual, kinesthetic), the visual arts program instills confidence and encourages risk taking as essential means for self-discovery and excellence. We know conventional "projects" may interfere with creativity, and, therefore our program encourages ingenuity in lieu of conventionality. Students will be exposed to a wide range of critical and visual thinking strategies, representational exercises and non-representational exercises. Experimentation, research and critique lead students to a cohesive arts education.

Introduction to Visual Arts: *Composition on three planes*

(1 block, 1/3 credit - Arts)

This foundation composition course will explore the means an artist uses to organize elements within a work of art through a variety of exercises. Color, line, value, texture, space, variation, balance, and unity, are the building blocks used to create and discuss works of art. Color theory, art movements, cultural influences, and artistic genres will be emphasized and used to introduce a wide range of opportunities for students to uncover art for themselves. Mixed media techniques and chance investigation will encourage ingenuity and lead to mastery.

Drawing & Painting: *The Soul of the Two-Dimensional Surface*

(2 blocks, 2/3 credit - Arts, pre-requisite Introduction to Visual Arts)

This course will dissect the origin of mark-making from early cave paintings to the current pulse of urban street art. Additive and reductive qualities of materiality, viscosity of paint, and the concept of the "plasticity scale" will be discussed as a means of self-discovery and gestalt. Students will examine and reinterpret works ranging from the pre-history of modern painting to neo-expressionism and beyond.

Sculpture: *Constructions - Beyond the Three Dimensional Structure*

(2 blocks, 2/3 credit - Arts, pre-requisite Drawing & Painting)

This course explores the "architectonic fantasy" and "anatomical theatre" as experimental space, through which students can liberate themselves by moving within the three dimensions. Through the examination of sculptural

"combines," assemblage, performance installation, and "happenings," this course offers unique opportunities to combine practice and execution of plan and the theory of appropriate proportion.

Photography: *Drawing with Light - Digital Imaging, Context and Culture*

(2 blocks, 2/3 credit, Arts - pre-requisite Introduction to Visual Arts)

The notion of the photographic image is rapidly changing in the context of contemporary society. This class will encourage students to examine photography from social, political, cultural, artistic, and historical perspectives. Students are made aware of the history of photography and contemporary advancements from the daguerreotype to the cell phone camera. This course considers photography as a path for change and an opportunity to build personal narrative. "Image-makers" will investigate, manipulate, and reexamine their work through a broad range of sources, including, still images, installation, collage, printmaking, and new media. Combining aesthetic and technical concerns, students will utilize technology as a means of communication. They will focus on intention and acquire a deeper sense of responsibility and understanding of the image in the context of the 21st century.

Synesthesia: *Visual Music and Colored Hearing* ↔

(1 block, 1/3 credit, Arts - pre-requisite Introduction to Visual Arts)

Synesthesia and eidetic memory have proven to be ideal subjects to introduce in and the through the study of artistic potency of art, science, music, and technology. The narratives of sensory and verbal accounts have been tagged as a new lexicon of image and sound. This course will examine and mediate the unity of the senses by way of research and experimentation. Synesthetic concepts in the arts such as Schoenberg's *Storm and light crescendo*, Mondrian's *Colored sounds and noises*, Shreure's *Harmony of color and chords*, and, Rekveld's *Sonic light* will be explored. The works of Charles Burchfield, Joan Mitchell, Vassily Kandinsky, and Paul Klee will encourage further dialog.

Film: *Story, Image, Sound & Performance* ↔

(1 block, 1/3 credit, Arts - pre-requisite Introduction to Visual Arts)

The course brings together students with varying strengths: theatre performance, storytelling, visual arts and music to explore the art of filmmaking. In teams, students will create two short films. The first is a "bootcamp" style production that exposes students to the roles typically found in film productions and takes students through the process of collaboration. Students fill one role to create a 2 minute film. The second film, hones in on the importance of story, providing students with a sense for structure, visual storytelling, picture and sound. Students also develop basic skills in editing and production.

WORLD LANGUAGE

OVERVIEW

By gaining fluency in another language, students gain a deeper cultural perspective.

Students are required to take three years of a language other than English and complete level 3 of one language. Once students select a language, they will take a placement test to determine the appropriate course level.

REQUIRED COURSES

Spanish 1: *Introduction to Spanish Language*

(1 credit, 3 blocks - Spanish)

This introduction to the Spanish language engages students in practical thematic and cultural experiences that exercise spoken and written forms. The course balances immersion with communication and vocabulary development, to both engage and support language development in present and past tenses.

Applications: Basic interviews with Spanish speaking community members, role-play, interpretation of videos, music and children's literature from Spanish speaking cultures.

Spanish 2: *Beginning Intermediate Spanish Language*

(1 credit, 3 blocks – Spanish; pre-requisite placement test or Spanish 1)

After reviewing the concepts of Spanish 1, students acquire and use additional tenses including: conditional and future tenses, and are introduced to the subjunctive mood. At this stage, students begin to consume more sophisticated material including fictional and non-fictional stories, short films and music.

Applications: International expedition to Latin America, in depth interviews with Spanish speaking community members and individuals in Latin America, Spanish-language poetry, role-play, current events from country newspapers; Spanish language film; introduction to text-based seminars in Spanish

Spanish 3: *Intermediate Spanish Language*

(1 credit, 3 blocks+1 – Spanish; pre-requisite placement test or Spanish 1)*

In this course, students review and reach proficiency in all subject tenses. At this level, the course utilizes more of a seminar format, engaging students in the interpretation and creation of "texts" (written, video, poetry, etc.). Students are expected to read, write, speak and listen more. They lead seminars, make presentations of cultural artifacts, historical and current events from Spanish-speaking cultures.

*In order to prepare students for advanced Spanish, and because it is common for some students to progress at different rates, Spanish 3 requires students take 3 blocks and one additional block. Depending on the level of mastery each student achieves, they are placed in a 1 block review course, or have the opportunity to take a Spanish elective. The review course provides intensive teacher support to help students gain better mastery and confidence of the intermediate material, while students who are comfortable at that level may choose from electives that enrich their appreciation for Spanish language and cultures.

SAS Spanish 4: *Advanced Spanish*

(1 credit, 3 blocks; prerequisite Spanish 3 or placement test)

This is an advanced course emphasizing a high-level exploration of literature, film and other cultural artifacts, as well as research in Spanish of topics of choice. In response to these works, students write formal creative and expository pieces and then run their own seminars to share and discuss. Students are prepared to take the SAT 2 Spanish subject test.

Applications: Trips are arranged for students to get to know Spanish-speaking communities of Los Angeles, working in conjunction with the Social Innovation Program.

Other Electives in Spanish and other languages will be offered

FIELD STUDIES & INTERNATIONAL EXPEDITIONS

OVERVIEW

Building on the traditions of camping and field studies in the K-8 program, students in the high school will take on increased ownership for decision making in the field. Graduates leave Sequoyah as comfortable leaders, whether in the wilderness or urban settings. They realize the importance of team building, safety and cultural awareness as they move beyond their comfort zones, exploring the world with a sense of wonder and gratitude.

Students are required to go on four field studies trips: Introduction to Field Studies (9th grade fall), Wilderness 1 (9th grade spring), the International Expedition (10th grade spring) and one additional trip.

11th and 12th grade students are encouraged to deepen their learning either through more advanced wilderness trips or by taking on leadership roles during trips for younger students. Students will have the opportunity to earn certifications for a range of skill sets including: wilderness first aid, survival skills, wild edible plant identification, and traditional and digital navigation.

COURSES

Introduction to Field Studies (fall): *Outdoor Leadership and Team Building*

(Required for 9th graders; Leadership – Field Studies)

A fall trip to the High Sierra will focus on leadership development, personal growth, stepping out of comfort zones, and group bonding. While 9th graders learn the basics of team building and camping skills, 10th graders take on additional leadership roles.

Locations: California Sierra Nevada mountains

Wilderness 1 (spring): *Outdoor Leadership Intermediate Skills*

(Required for 9th graders – Field Studies)

This spring camping trip will encourage self-sufficiency and stewardship through the exploration of the local terrain, cooking and group leadership. Students will have the opportunity to go river rafting, canyoneering or backpacking. With the help of an expert, students will examine the ruins of the Anasazi and later Mormon settlers along the river.

Locations: Southwest

Wilderness 2 (fall): *Outdoor Leadership Advanced Skills*

(1 required for 10th, 11th and 12th graders; Certificates: Wilderness First Aid; edible plants; Survival skills – Field Studies)

This fall camping trip deepens students' wilderness skills in preparation for earning a range of certificates.

Locations: California Sierra Nevada mountains

International Expedition: *Globalization and Social Entrepreneurship*

(Required for 10th, open to 11th & 12th graders – Field Studies)

The international expedition focuses on the impacts of internationalization and globalization through the study social innovation and entrepreneurship abroad. Trip groups will travel to a country in Latin America, Africa or Asia to get first-hand exposure to creative strategies being used to address social and environmental concerns in the area.

Locations: Central America, South America, and Asia

INDEPENDENT STUDY

Independent Study encourages self-directed inquiry. In addition to the curriculum offered, students may propose and develop a one “block” course for independent study that is not offered through the school’s academic program. The course is taken as an elective during one of the seven (7) mods.

With the help of the student’s advisor, the student will identify a research question, plan a literature review, and design a comprehensive performance task to synthesize and creatively communicate findings from the study. The literature review may include formal interviews with experts, or literature created by organizations.

Students may complete multiple independent study blocks with approval.

In some cases, an advisor may recommend that the student enroll in a mutually selected online course, if the course offered through the online program is similar to the student’s proposal.

Requirements

Submission of a complete proposal during the course selection period.

- ***Good academic standing***
- ***Driving Question*** – A research question must be refined to guide a line of inquiry that is relevant and manageable in scope.
- ***Syllabus*** – The student, with the help of an advisor, must submit the completed syllabus template that includes the driving question, weekly assignments, timeline and criteria for a successful final performance task. Performance tasks may include research papers, designs, models, etc. A minimum written summary is required.
- ***Expert Panel*** – The student is responsible for recruiting a panel of 2-4 experts who will provide feedback at least at the beginning and end of the project.
- ***Approval*** – The approval section on the syllabus template must include signatures from two experts in the field of study (can include a teacher) and the high school director.

Grading

The advisor to the independent study is responsible for assigning the final grade, based on the criteria outlined in the syllabus, unless the course is taken through an online program.

CLUBS & Z-BLOCK

CLUBS | Student-driven learning is an important part of the experience at Sequoyah. Students are encouraged to participate in one or more student-clubs. Clubs meet two times per week during the day. Some club meetings may occur before or after school.

Z BLOCK | Students are required to choose an elective for the 45 minute Z block that meets Mondays - Thursdays during every mod. Students will be able to request Z block courses during the course selection process.

The following are some examples of possible student clubs and Z block classes. Students will be free to create their own clubs based on their interests.

Affinity groups | students will be supported to create and run identity-based affinity groups. These clubs will be supported by the Advisory program.

AV | A club or Z block class for students interested in audio recording, podcasting, broadcasting, and video journalism.

Cooking | a collaborative learn-by doing foodie lab in our school kitchen.

Cycle | a student-led group focused on the building and maintenance of unicycles, bicycles, tricycles...any type of cycles

Creative Computing | a forum for coding and engineering - build and program computers and robots, including Hummingbird, Arduino, Raspberry Pi and more

Design & Fabrication | a design group utilizing traditional and digital tools to design and fabricate, including building and using 3D printers, textiles and other creations

Debate | a multi-season program that meets after school

Ensembles | for students interested in forming traditional or creative musical ensembles

Film | a club or Z block for the creation of original short films

Gryphon Publishing | a school wide publishing enterprise offering "The Barefoot Times," a hard hitting news outlet, a satirical publication called, "The Daily Gryphon," and a school-wide literary journal called "Talon Tales."

Mindfulness | a space for contemplation, inquiry and discussion

Outdoor | a student-led club or Z block dedicated to the conservation and advocacy of the Arroyo Seco

ATHLETICS

The athletic program at Sequoyah is focused on developing individual sportsmanship, physical skill and stamina, teamwork strategies and exhilaration in play. Options for sports teams include: cross country, volleyball, tennis, basketball, soccer, mountain biking and swimming & diving. Sequoyah is in the process of becoming a member of the California Interscholastic Federation (CIF) and follows the CIF sports calendar.

Because the high school is located within close proximity to the Arroyo Seco, the sports teams have easy access to exceptional facilities: Rose Bowl Aquatic Center, Rose Bowl Tennis Center and playing fields at Brookside Park. High School teams have access to adjacent indoor gyms at New Revelations Church.

Requirements

Every student must earn 4 physical education credits that can be earned through participation on Sequoyah sports teams, a physical education (P.E.) class or approved physical activities outside of school. Students earn 1 credit for playing a sport, completing a P.E. class during a sport season or other approved physical activities.

P.E. classes offer yoga and a Crossfit program and are scheduled from 3:30-4:30 Monday – Thursday.

Fall	<ul style="list-style-type: none">• Boys & Girls Cross Country• Girls Volleyball• Girls Tennis
Winter	<ul style="list-style-type: none">• Boys & Girls Basketball• Boys & Girls Mountain Biking• Boys & Girls Soccer
Spring	<ul style="list-style-type: none">• Boys & Girls Swimming & Diving• Boys Volleyball• Boys Tennis



New Member School Evaluation Form

School Name SAINT THERESE CLASSICAL ACADEMY

Principal MATTHEW NATERA

Yrs. as Principal 2

CIF/Athletic Background? Y ☒ N

Athletic Director PATRICK TORRELLAS

Yrs. as A.D. 2

CIF/Athletic Background? Y ☒ N

Date of Contact

Notes

Visit Phone SAT. APRIL 30, 2016 →

ATTEMPTED EMAIL ON FEBRUARY 4/29

Visit Phone 5/6/16 4 PHONE CALLS 2 EMAILS

WITH NO LUCK - NO RETURN CALLS

Enrollment	Current	Next Year	Target
6		13-15	30 50 3 YRS / 5 YRS
Grade 9	4	7	9
Grade 10	2	6	8
Grade 11		2	7
Grade 12			6

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
XC			2-3
TAH	1		
TCN			
BR			
VB			

Current Athletic Competition: WRESTLING NONE - TRAINING WITH A RUNNING CLUB

Facilities: GRASS FIELD 40 YDS X 50 YDS, 1 TENNIS COURT, 2 BLACK TOP BASKETBALL COURTS

Commitment to abide by: BLUE BOOK

1. Mission of CIF
2. Sportsmanship/Ethics
3. Season of Sport Calendar 29-30
4. Eligibility Rules 75-108
5. Play limited to CIF member schools only 23
6. Willingness to pay CIF Southern Section sport fees and State CIF legal liability fees. \$269 109
7. Area Placement and league membership 21-23
8. Gender equity

Comments: NOT A LOT TO OFFER FOR ATHLETICS - THIS WILL TAKE YEARS

Membership Recommendation: ☐ Recommend ☒ Do Not Recommend

Dick B. [Signature]
Executive Committee Member - Area Representative

\$50 PER SPORT B/G

MUST PLAY 1 SPORT PER SEASON

Revised 6/3/15

5C7

CIFSS Executive Committee
Northern Area Rep
Dick Billingsley

Visitation to Saint Therese Classical Academy

May 6, 2016

Met at 8:00 AM with Head Master, Matthew Najera and Athletic Director, Patrick Torrellas.

Reviewed and discussed their Application for Membership

Private Catholic School, coed, grades 7-12, with a Faculty of 6

Current enrollment is 6 4 - 9th grade 2 - 10th grade

Hoping to increase to 13 students next year, 30 in 3 years, and 50 in 5 years

Sports fielded are Cross Country and Track and Field - 2 or 3 girls distance runners and 1 boy shot putter – Runners train with their coach and and a local jogging club

[Club West of Goleta JR. H.S]

Neither team has participated against an interscholastic team.

They would like to eventually field teams in Tennis, Basketball, and Volleyball

The Ath. Dir. is the XC and Track Coach

Local schools in the area- Elementary- Kellog and St. Rafael

Jr. HS-Goleta Valley, La Colina, and St. Rafael

High School- Dos Pueblos, Bishop Diego, San Marcos

They will attempt to build positive relationships with local Elementary & Junior HS, and any Catholic organizations, so as to increase enrollment.

The Academy is renting 5 classrooms from the Goleta Valley Community Center, as well as and a grass field, 1 tennis court, and 2 Blacktop basketball courts.

They have no Intramural Sports program.

We discussed financial obligations to support an athletic program. Board of Directors encourage donations; they will also have 3 major Fund Raising Events; Auction, Valentine's Dinner, and a Golf Tournament.

I gave them a copy of Free Lance schools, which may be their initial route.

We discussed at length, the responsibilities of learning the rules and regulations in Blue Book, and the consequences, sanctions and appeals processes.

Learn By-Law 510 !!!!!!!

The Tuition is \$4,000 for 6-8th grade, \$5,000 9-12th grade ,making it affordable for local families.

The Academy does not have a lot to offer students in terms of athletics, nor facilities. Financing will be a big factor in their development and longevity. Fielding a boy's and girl's team in each of the sport's seasons will be a major problem, particularly at the projected enrollment numbers. They hope marketing outreach and the individual donor's based program will lead to a growing enrollment, and in turn, allow for a move to a larger and more attractive school site.

Respectfully submitted,
Dick Billingsley

Hubba Hubba



CIF Southern Section Application for Membership
2016-17 School Year
ALL INFORMATION MUST BE TYPED

Name of School Saint Thérèse Classical Academy
Street Address 5679 Hollister Ave
City and Zip Code Goleta 93117
School Telephone (805) 683-1111 Athletic Telephone _____ Fax 805-683-1112
School Website http://saintthereseacademy.com/

Type of School (Check where applicable)

☒ Grades 9-12 ☐ Grades 10-12 ☐ Public ☒ Private ☒ Coed ☐ All Boys ☐ All Girls
Number of Students per Grade (Current Year) 9th 4 10th 2 11th _____ 12th _____
Total Number of Current Year Students 6
Anticipated Future Enrollment 3 Years Hence 30 5 Years Hence 50

New Public High Schools under Construction – Planned Opening Date _____

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

Allow our students the opportunity to compete in athletics, expanding our current enrollment demographic.

Opportunity to grant our students the possibility of furthering their education through sports related activities.

Athletic Administration

Name of Principal Matthew Najera Principal's email thereseacademy@verizon.net
Name of Athletic Director Patrick J. Torrellas Athletic Director's email Pattor27@gmail.com

Accreditation

No accreditation - Anticipated for 2017-18
Name and Address of Accrediting Organization _____

Facilities

Sport	Practice Facility	Game Site and Location
Cross Country	Goleta Valley Community Center	Dependant on Meet Location
Track and Field	Goleta Valley Community Center	Dependant on Meet Location

Initial Participation Levels

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

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	V; JV; F-S	V; JV; F-S	Winter	Basketball		
	Field Hockey				Soccer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field	V; JV; F-S	V; JV; F-S				
	Volleyball						

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: **MAY 1**

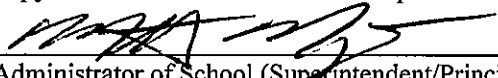
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum,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

IMPORTANT Please Note:

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

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

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




Administrator of School (Superintendent/Principal)

Saint Thérèse Classical Academy

Name of School

4-27-16

Date



Officer (Board/Trustee Officer)

Name of District Board

4-27-16

Date

CIF Southern Section Executive Committee Review and Approval Status

_____ Date	Approved	Probationary	Full, Restricted	Full, Unrestricted
_____ Commissioner of Athletics	Denied	Area Placement _____		

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[Home](#) » [Specialized Programs](#) » [Private Schools](#) » [Requirements](#) » [Private School Affidavit](#) » [Affidavit Confirmation Form](#)

Annual Filing

Private School Affidavit Form 2015-16

Thank you for submitting your Private School Affidavit online. This is your Private School Affidavit Certification. 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:	10/7/2015 3:59:34 PM
Confirmation:	174774
Page Generated:	4/24/2016 4:54:16 PM

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	Saint Therese Classical Academy
2. CDE-assigned 14 digit CDS code if one was previously assigned	42691956148811
3. County in which school is located	Santa Barbara
4. Public school district in which school is located	Goleta Union Elementary
5. Street Address (P.O. Box is not acceptable)	5679 Hollister Avenue, Suite 13B
6. City	Goleta, CA 93117 -
7. School Telephone Number	805-683-1111
8. Optional School Fax Number	---
9. School E-mail Address	thereseacademy@verizon.net
10. Optional School E-mail Address	mattandjudy@verizon.net
11. Optional School Web Site Address	www.stclassical.com
12. Mailing Address (only if different from #5 above)	PO Box 61535
13. Mailing City (only if #12 has response)	Santa Barbara, CA 93160 -
14. Type of School	Coeducational
15. School Accommodations	Day Only

29. Site Administrator Title	Headmaster
30. Site Administrator E-mail Address	mattandjudy@verizon.net
31. Director or Principal Officer Name	Mr. Matthew Najera
32. Director or Principal Officer Position	Headmaster
33. Director or Principal Officer Address	5076 Ella Ln
34. Director or Principal Officer City	Santa Barbara, CA 93111 -
35. Director or Principal Officer E-mail Address	mattandjudy@verizon.net

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	Mr. Matthew Najera
37. Address (Location of Records)	5076 Ella Ln
38. City	Santa Barbara, Ca 93111 -
39. E-mail Address	mattandjudy@verizon.net

Tax Status of School

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

Acknowledgements and Statutory Notices

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

44. YES All Private School Affidavits are public documents viewable by the public.
45. YES The Private School Affidavit must be filed by persons, firms, associations, partnerships, or corporations offering or conducting **full-time day school** at the elementary or high school level for students between the ages of six and eighteen years of age.
46. YES Preschools should contact the Community Care Licensing Division (CCLD) of the California Department of Social Services. Contact CCLD at 916-229-4530 or contact a regional office.
47. YES The Affidavit is not a license or authorization to operate a private school.
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	Matthew A Najera
Title	Headmaster
Telephone Number	805-683-1111
Electronic Signature - Birth Month	***** Not displayed for security purposes
Electronic Signature - Birthday	***** Not displayed for security purposes
Electronic Signature - Question	What is your favorite food?
Electronic Signature - Answer	***** Not displayed for security purposes

Form Submitted:	10/7/2015 3:59:34 PM
Confirmation:	174774
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California Department of Education
1430 N Street
Sacramento, CA 95814

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Experience

Headmaster

August 2014 – Present

Saint Therese Classical Academy, Santa Barbara, CA

Implement curriculum and oversee curricular and extracurricular activities at the academy. Responsible for finances and coordinate fundraising activities. Plan and lead board and faculty meetings.

High School Instructor

August 2004 – June 2014

Bishop Garcia Diego High School, Santa Barbara, CA

Instructed all levels of high school. Primarily taught Theology courses which included Vocations, Ethics, World Religions, and Ecclesiology. Coached track and taught Video Production. Moderated numerous campus clubs and was the Freshman class moderator.

High School Instructor

August 2003 – June 2004

Palma High School, Salinas, CA

Successfully taught senior Theology courses for a teacher who took a leave of absence. Curriculum included marriage and World Religions. Served as campus minister planning retreats, worship services, and charitable activities.

Sales Representative

April 2000 – August 2003

Alpha Innotech Corp., San Leandro, CA

Sale of instruments for bioassay imaging and analysis. Collaborated in bringing in over \$5,000,000 in sales for company annually. Demonstrated ability to bring in business through trade shows, cold calling, and closing sales.

Education

Franciscan University of Steubenville

In Progress

Master of Arts in Theology

University of California, Davis

June 18, 1995

Bachelor of Science in Biological Sciences
Philosophy Minor

Skills

Fluency in Spanish. Photography/Cinematography and film editing. Creative and Tech saavy. Great people skills especially with students. Extensive experience in the outdoors (hiking, camping, backpacking). Service oriented and involved in multiple community service organizations.

Patrick J. Torrellas
5790 Leeds Lane
Goleta, California 93117
805-450-7797
Pattor27@gmail.com

Skills

- Skilled at learning new concepts rapidly
- Works well under pressure and deadlines
- Communicates effectively and can interact well with the public
- Enthusiastic and energetic

Education

- Bachelor's Degree 2012
University of Portland (UP), Portland, Oregon
- Commissioned 2nd Lieutenant 2012
United States Army Reserve / Graduate of Army Logistic University (ALU)
- High School Diploma 2008
Bishop Garcia Diego High School, Santa Barbara, California

Career History & Job Duties

- Commander/Executive Officer (XO) 570 Movement Control Team, *Army Reserve* 2012 – present
- Deployed in support of Operation Enduring Freedom (Afghanistan 2014)
 - Leads and Commands the training and mission readiness of the of 570th
 - Maintains inventory of unit supply/gear.
 - Administers annual physical fitness tests
 - Attends high level training meeting
 - Coordinates and plans unit's annual training
- Production Manager, *Social Intelligence INC. (Riv Data)* 2013 - 2015
- Assisted Senior Production Managerial Positions
 - Oversaw Social Media Investigation and report Gathering
 - One of only 4 Liaisons to Social Intel's foreign branches
 - Troubleshooting on day to day report gathering issues
- Captain and Member of University of Portland Track Team, *University of Portland* 2011 – 2012
- Coordinated and led workouts in absence of coach
 - Attend weekly team meeting
 - Top ten all-time UP 400 meter and top 15 all-time UP 800 meter
 - 2nd in the 800m West Coast Conference 2011
 - 2012 WCC 4x400m relay Champions
- Member of California Lutheran University Track Team, *California Lutheran University* 2009 - 2010
- 2009 Rookie of the Year
 - Southern California Intercollegiate Athlete Conference (SCIAC)
 - (2009) All SCIAC 400m, (2009,2010) SCIAC Champion 4x400m relay
 - 2010 Division 3 NCAA Championship 4x400 meter relay, Cleveland, Ohio
- Recycling Assistant Student Employee, *California Lutheran University* 2008 – 2010
- Managed recycle pick up for University's office buildings
 - Coordinated with fellow facilities employees to handle designated building deficiencies
 - Used, managed and maintained campus vehicle
- Office Supplies Sales Associate, *Staples, Inc.* 2009
- Stocked store
 - Used cash register and assisted customers

Interests

Running, hiking, kayaking, bike riding, coaching, working out, history; also plans to continue competitive track

ST. THÉRÈSE NEWSLETTER

To Know | To Love | To Serve

Schedule of Events

Stay current on school events by visiting www.stclassical.com

School Retreat

Pray for our retreatants as they spend three days at the Circle V ranch at the end of April.

Track Meets

Our athletes will be competing in the Orcutt Track Classic, Kiwanis Track & Field meet, and the All-County Track & Field Championships.

Vatican Splendors

On May 13, the academy will tour the Vatican Splendors exhibit at the Ronald Reagan Presidential Library.

Spring Appeal

No education compares to a classical education! Help keep STCA accessible to Catholic families who want their children to thrive academically and spiritually. Refer to the back of this newsletter for more details.

REMEMBER YOUR DONATION IS TAX-DEDUCTIBLE.

Classical Choir Consortium



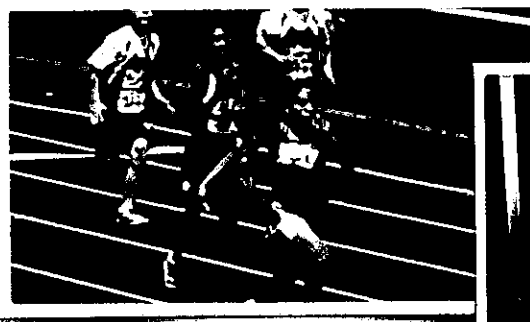
Our budding choristers have been abundantly blessed with two big developments. Lending her vocal talents to our students is Miss Rachel LaCommare. Former Santa Barbara Teen Star and graduate of Westmont college, Rachel is working alongside our gifted music teacher Mr. Eben Drost in preparing our students to participate in the Classical Choir Consortium. The

consortium is a collaboration between the choirs of St. Therese and St. Augustine Academy of Ventura. They are in the process of preparing for several performances to take place in the fall of 2016.



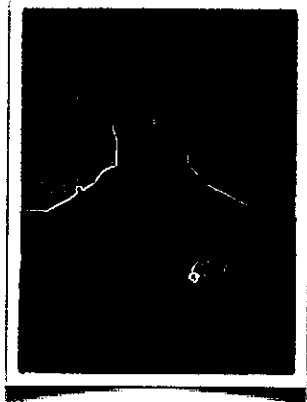
Track Team Debuts on SB Teen Sport Radio

Saint Therese has its first athletic team - "The Archangels"! Erica Salda of SB Teen Sport Radio along with our very own Michael Wilds as cohost interviewed the track and field team and their coach Patrick Torrellas in January. Their first competition was in the Easter Relays at SBCC. Come out and support them as they continue to compete even into the summer months.



7th grader Karina Carachure leads the pack in the 200m sprint





Mr. Charles Eben Drost

Conducting a Classical Music Program

Music is an integral part of our liberal arts curriculum at St. Therese. In the liberal arts tradition, music is part of the quadrivium, along with geometry, arithmetic, and astronomy. It is our belief that studying, performing, and appreciating music is highly valuable for the formation of a student's character and intellect. We want each of our students to become familiar with the fundamentals of music theory, notation, music history, and choral performance. We want each of our students to be able to echo the sentiments of the Psalmist, who says "I will sing to the LORD as long as I live; I will sing praise to my God while I have being". (Psalm 104:33)

Currently, all of our students are participating in our choir class on Tuesday and Friday mornings. Our repertoire includes "Alleluia, I Will Sing" by David Waggoner, "El Cielo Canta Alegria" by Pablo Sosa, St. Thomas Aquinas' hymn "O Salutaris Hostia", and a few traditional folk songs / spirituals ("Shenandoah," "Wade in the Water", and "Ride on, King Jesus!"). Students are learning to sing in harmony as a group, and receive individual attention from Ms. Rachel LaCammere, a recent addition to our staff who brings considerable talents as a singer and educator. In the future, we hope to have some musical theater projects, expose the students to more live music, and incorporate more instrumental music into the curriculum!

Run so as to win ... an imperishable crown! (1 Cor 9)



Coach Patrick Torrellas

As the head coach of the newly formed Track and Field/Cross Country program at our school, it brings me great pleasure to say that the students have undertaken this new venture astoundingly! On March 20th, our junior high students competed at the annual Santa Barbara Easter Relays at the SBCC Track. This competition is well renowned in the Southern California region, and is considered one of the most competitive meets in which to start youth track. Our students proved that with hard work and a solid faith-based understanding of sports we were able to carry the mantle of St. Therese Academy into our school's first athletic competition.

Plans for the near future include getting our high school to compete in nearby meets as well and to continue improving all our marks. Our long term goals are to establish a legitimate athletic running and field program which will allow our school to compete in

league competition as well as state-wide events. The students that partake in this program represent what is good about the future of the school and their generation as a whole. They act as trailblazers and leaders, forced to balance schoolwork and intense physical conditioning. We've started out great! And we can't wait to see what the students are going to accomplish in the future.



Coach Torrellas offers Jaime Lopez tips just before he throws shot put



PCPA Pirates



Instructor Michael "Doc" Wilds brought the high school students to see the PCPA production of Gilbert & Sullivan's *Pirates of Penzance*. We've slated this as our first dramatic production for next year ... look forward to seeing the STCA Pirates!

The Getty Villa



Reinforcing this semester's study of ancient cultures, Social Studies teacher Chris VanWyk arranged for a tour of the Greco-Roman world preserved at the Getty Villa.

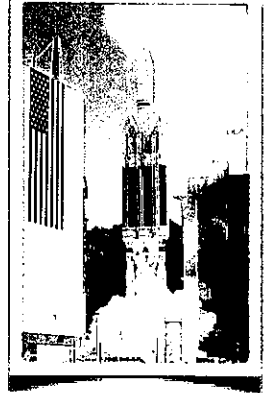


Catholic Daughters Tea

At this year's Catholic daughter's tea, ten of our students served as the wait staff. Just another great way for our students to give back to our Catholic community that is making their top notch education possible.

3-2-1 Having a Blast at Vandenberg & in the Classroom

In commemoration of the 30th anniversary of the Space Shuttle Challenger disaster in January, our science classes studied the history of rocketry and space exploration. In February, we had an overnight trip to Jalama beach, where at 3:30AM they were spectators to a magnificent launch of a Delta IV Heavy rocket as it deployed a reconnaissance satellite. Electrical engineer John Schlesselman from FLIR also visited



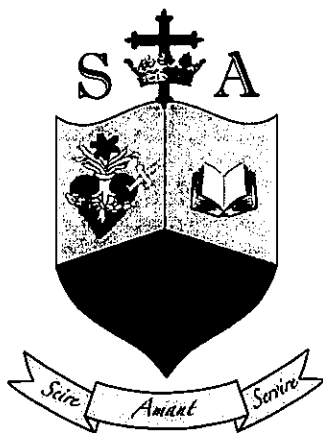
the classroom and gave an interactive presentation on infrared imaging technology and integrated the importance of **virtue in the workplace!** This research project culminated in assembling their own model rockets and designing and building a launch pad. They learned basic soldering skills, which came in handy when creating an electronic

circuit for the launch controller. Of course, the best part was spending an afternoon launching the rockets. Freshman Ersain Estrada even used his GoPro camera to capture some stunning footage of the launches.



Class photo using an infrared FLIR camera





St. Therese Classical Academy
PO Box 61535
Santa Barbara, Ca 93160

Saint Therese Classical Academy

Spring 2016

Getting a Little Help from our Friends



The Poor Clare nuns of Santa Barbara pray for our students and apostolate regularly.

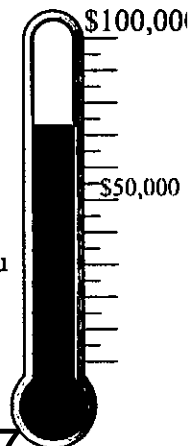


Dianne Delaney brings academic expertise in tutoring students requiring supplemental help in reading and math. Here she is celebrating π day (3.14.16) by combining lessons in math and pie baking.



Gerry Morozowsky came on board this semester as our front office manager. She has done an incredible job in everything from organizing our books to producing a weekly newsletter.

GOAL!



So Many Ways to Help!

If you believe in Classical Catholic Education we need your support both inside and outside the academy. So many Catholic families in Santa Barbara are looking for this opportunity for their children. Don't you think they deserve options other than public school? Don't you think the future of our faith depends on solid Catholic catechesis and the vocations it fosters? **We have a matching grant of \$20,000** so your financial gift can be doubled! This puts us just \$20,000 from our goal. Help us reach it by summer by visiting our Gofundme account at www.gofundme.com/thereseacademy.

5C7

Our Vision

"Our Catholic schools* are communities of learning - serving our families and committed to excellence in the pursuit of knowledge and virtue. Study and human formation go together in our Catholic schools. We are educating the "whole" person.

We want our students to be truly "Catholic" - open to the beauty and goodness of God's creation; concerned for the needs of others; and passionate about seeking what is true and doing what is right.

Our Catholic schools understand that God gives each person a "calling" in life. We want our students to be ready to respond to whatever God is asking them to do in this world.

Through the natural rhythms of prayer that make up the Catholic school day, we're teaching our students how to listen for God's voice and how to see the signs that he is working in our world and in our lives.

It all goes back to the Catholic vision. We are preparing young men and women for lives of love and service guided by that vision."

-Archbishop Jose Gomez

Catholic Schools and the Catholic "vision"
The Tidings Jan. 24, 2014

*St. Therese Classical Academy is not an archdiocesan school

All our teachers are committed to lives of personal holiness and support the promotion of authentic Catholic teaching.

Programs & Curriculum



Grade 7-12

- | | |
|--------------|----------------------|
| • Theology | • Bio/Ag Ranch |
| • History | • Astronomy |
| • Math | • Language Arts |
| • Literature | • Fine Arts |
| • Latin | • Performing Arts |
| • Science | • Physical Education |
| • Logic | • Ballroom dancing |
| • Choir | • Etiquette |

In addition to the essential courses, which makes our school classical, every Friday we supplement our curriculum with numerous cultural, service, and outdoor activities. These programs serve to give practical application to ideas learned in the classroom, build character, and round out the education of our students.

Why Us?

Educating the Mind, Body, and Soul

TV, music, Internet, movies...all are saturating our youth with images and a manner of thinking that is contrary to our Faith. Popular culture - on all fronts - teaches our children how to dress, how to date, how to socialize; and in general, forms them to live a life not reflective of the teachings of our Lord. As Parents, you are the primary educators of your children, but today's youth need to be reassured that it's not just "Mom and Dad." At St. Therese Classical Academy, we reinforce these values and traditions you model at home.

Furthermore, the curriculum is deliberately designed to challenge the mind to think critically, speak effectively, to write proficiently. With strong academics and discipline of mind and body as the foundation, we desire to make it conducive for the students to put into action his or her faith.

Affordable

Financial assistance is available and we have an admissions policy that decreases the amount of tuition based on the number of children a family has at the school!

Saint Therese Classical Academy is open to all qualified students without regard to race, color, nationality, or ethnic origin.

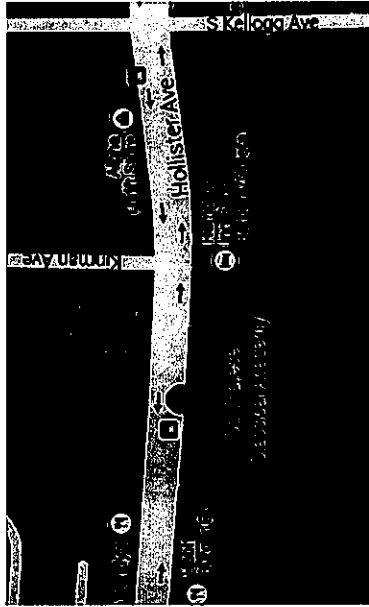
OUR MISSION

Saint Therese Classical Academy is established as a response to the call of Jesus Christ by families seeking a classical liberal arts education faithful to the teachings of the Catholic Church. Our mission is to assist parents in their duty of fostering within their children growth in the theological, intellectual and moral virtues. We further seek to imitate our patroness in her little way, guiding our students in knowing, loving and serving God and others.



5C7

We are located at:
5679 Hollister Ave, Goleta, CA

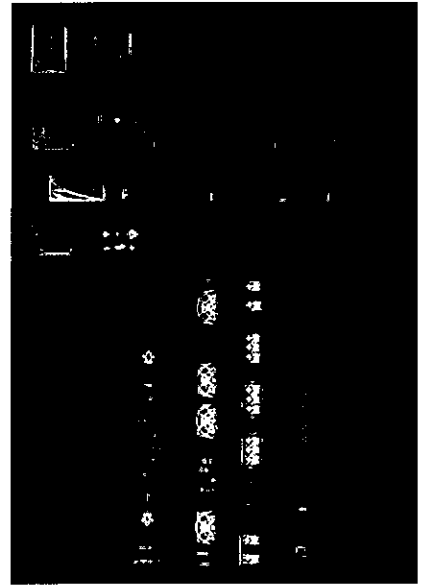
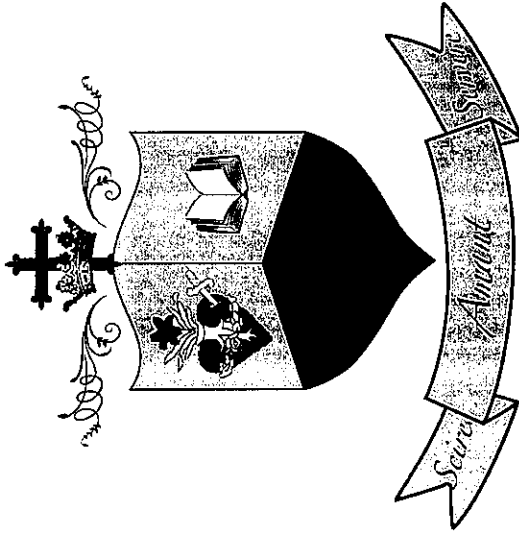


Contact Us

Saint Therese Classical Academy
P.O. Box 61535
Santa Barbara, CA 93160
805-708-1348

www.stclassical.com

Saint Therese
Classical Academy





P.O. Box 61535 Santa Barbara, CA 93160 www.stclassical.com

Graduation Requirements

Theology	8 semesters
Math	8 semesters
English	8 semesters
Social Studies	8 semesters
Science	6 semesters
Foreign Language	4 semesters
P.E./Health	4 semesters

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Theology	<p>Our Life in the Church (Cycle A) The second year of the cycle is spent in a study of Church History, its role and movement in the world, and its role as the Mystical Body through which we are saved. Church hierarchy and lives of the saints are studied. Students read and discuss the Acts of the Apostles and the letters of St. Paul.</p> <p>Sacraments (Cycle B) The Church, the Sacraments, and the life of grace are the major themes developed this year. A study of basic prayers, the Liturgical Seasons, morality, the saints, and other aspects of a Catholic life lived well will be included. Students will study the life of Christ as presented by the Church each Sunday. We aim to foster a greater love and understanding of God and His will for us, an intellectual grasp of Catholic Truth appropriate to this age level, and a better formed and informed Catholic conscience from which can stem the free response of each child in the mature practice of our Catholic Faith.</p> <p><u>Our Life in the Church</u>, Ignatius Press 1987 <u>The Life of Grace</u>, Ignatius Press 1985 <u>The Holy Bible</u>, RSV Catholic Version, Ignatius Press 1966</p>	<p>Introduction to Catholicism (Cycle A) The second year of the cycle is spent in a study of the chief truths of the Catholic Faith: Revelation, Tradition, Sacraments, Commandments, Prayer, Precepts of the Church, Church structure, Veneration of saints, missionary projects.</p> <p>Introduction to Scripture (Cycle B) The text presents Salvation History as found in the Old Testament and the New, skillfully employing statements from the Fathers of the Church, the Catechism of the Catholic Church, and papal documents. Classes will begin with a short exercise in <i>lection Divina</i> to encourage life-long meditation upon the Sacred Word of God. Students will be instructed in the basics of lecturing and will be assigned that task at student body Masses.</p> <p><u>Introduction to the Catholic Church</u>, <u>Didache Series</u>, Midwest Theological Forum <u>Understanding the Scriptures</u> Midwest Theological Forum 2004 <u>Catechism of the Catholic Church</u>, <i>Liberia Editrice Vaticana</i>, 1994 <u>The Holy Bible</u>, RSV Catholic Version, Ignatius Press 1966</p>	<p>Church History (Cycle A) The second year of the cycle is spent on a study of Church History. Major events, doctrines, heresies, and saints and leaders are researched and discussed. Trends in spirituality of the various periods, conflicts with the secular powers, art, and mutual influence of Church and World form part also of the studies of this year.</p> <p>Moral Theology (Cycle B) Combined junior-senior sessions examine the biblical and anthropological roots of Christian morality. Students discuss alternative moral systems, and social ethics against a background of the 10 commandments, 8 beatitudes, and the cardinal virtues. Students learn to make practical applications of the general precepts. Also included: one session where the students critically analyze more accessible works intended to give a more modern language to Christian morality and a spiritual depth to accompany doctrine which might otherwise remain just theory.</p> <p><u>Church History</u>, Midwest Theological Forum 2004 <u>Our Moral Life in Christ</u>, Midwest Theological Forum 2003 <u>Catechism of the Catholic Church</u>, <i>Liberia Editrice Vaticana</i>, 1994 <u>The Holy Bible</u>, RSV Catholic Version, Ignatius Press 1966 <u>Mere Christianity</u>, C.S. Lewis, <u>This Tremendous Lover</u>, M. Eugene Boylan <u>Leisure</u>, The Basis of Culture, Joseph Pieper</p>	<p>Pre-Calculus Topics covered in this course include power and exponential functions, graphing, polynomial, rational and exponential functions, trigonometric functions, analytic geometry (conic sections), systems of equations and inequalities, sequences, induction, and binomial theorem, probability, counting, and an introduction to calculus terms and ideas. As much as possible, the course applies the mathematical methods to practical problems.</p> <p><u>Algebra and Trigonometry—Structure and Method</u>, Bk 2, Dolciani/Houghton Mifflin, Co 1992 <u>Math Smart II</u> Princeton Review 1996</p>	<p>Pre-Calculus Topics covered in this course include power and exponential functions, graphing, polynomial, rational and exponential functions, trigonometric functions, analytic geometry (conic sections), systems of equations and inequalities, sequences, induction, and binomial theorem, probability, counting, and an introduction to calculus terms and ideas. As much as possible, the course applies the mathematical methods to practical problems.</p> <p><u>Pre-Calculus</u>, Michael Sullivan Pearson/Prentice Hall, Seventh Edition</p>	<p>AP Calculus Both level AB and BC are offered in AP Calculus. The AB level: exponential functions, logs and trig. & then begins calculus. Tangents, velocities, first & higher order derivs of various functions, chain rule, implicit differentiation, curve sketching & integration for areas & volumes under curves are topics. Level BC studies inverse functions, L'Hospital's Rule & indeterminate forms, Taylor and Maclaurin series, logistical growth differential equations, etc. <u>Calculus</u>, Scott Stewart, Second Edition, Brooks/Cole 1991</p>
Math <i>(according to skill level and pre-requisite track)</i>	<p>Pre Algebra Intro to Variables, Pos & Neg #'s, Sums & Difs, Products & Quotients, Rational #'s Number Theory & Fractions, Ops w/ Fractions, Solving Equations Using Transfrmts, Word Problems, Geometric Figures, Figs in the Plane, Ratio, Proportion, & % Ratio & Proportion, %'s & Prob Solving Business & Consumer Probs, Investment & Application Probs, Plane Equations & Coord Plane, Graph Systems, Areas & Volumes, Applying Algebra to Rt Triangles Sq Roots, Using Rt Triangles, Stats & Probability Analyzing</p> <p><u>Pre Algebra, An Accelerated Course</u>, Dolciani Houghton Mifflin, Co.1988</p>	<p>Algebra I Skills and concepts to be mastered include: commutative, associative, distributive axioms, real, integer, and rational numbers, transformation of equations, basic operations with polynomials, exponents, and radicals, ratio/proportion, percent, mixture, and other word problems, solving and graphing systems of linear equations, and the quadratic formula.</p> <p><u>Algebra I</u>, McDougal Littell/Houghton Mifflin, Co. 1994</p>	<p>Geometry This course covers the beauty and truth of the pure science of geometry in Euclid's first two books of the Elements. Then the course concentrates on basic concepts of geometry. It relates traditional geometry to the methods of Euclid.</p> <p><u>The Elements of Euclid</u>, Encyclopedia Britannica, Inc. 1996 <u>Geometry: Seeing, Doing & Understanding</u>, 3rd ed, Harold Jacobs, 2003</p>	<p>Algebra II This course covers topics from Algebra I in greater depth. More advanced topics including exponential and logarithmic functions, sequences and series and irrational and complex numbers are introduced. Finally, it covers topics in trigonometry which are necessary for success in pre-calculus and calculus.</p> <p><u>Algebra and Trigonometry—Structure and Method</u>, Bk 2, Dolciani/Houghton Mifflin, Co 1992 <u>Math Smart II</u> Princeton Review 1996</p>	<p>Pre-Calculus Topics covered in this course include power and exponential functions, graphing, polynomial, rational and exponential functions, trigonometric functions, analytic geometry (conic sections), systems of equations and inequalities, sequences, induction, and binomial theorem, probability, counting, and an introduction to calculus terms and ideas. As much as possible, the course applies the mathematical methods to practical problems.</p> <p><u>Pre-Calculus</u>, Michael Sullivan Pearson/Prentice Hall, Seventh Edition</p>	<p>AP Calculus Both level AB and BC are offered in AP Calculus. The AB level: exponential functions, logs and trig. & then begins calculus. Tangents, velocities, first & higher order derivs of various functions, chain rule, implicit differentiation, curve sketching & integration for areas & volumes under curves are topics. Level BC studies inverse functions, L'Hospital's Rule & indeterminate forms, Taylor and Maclaurin series, logistical growth differential equations, etc. <u>Calculus</u>, Scott Stewart, Second Edition, Brooks/Cole 1991</p>

				Forseman, UCSMP 1990
	7 th Grade	8 th Grade	9 th Grade	10 th Grade
English Literature	<p>English 7</p> <p>Diagramming and analyzing sentences. Thesis statement.</p> <p>Composition of sentences and paragraphs leading to reinforcement of the 3 paragraph essay.</p> <p>Introduction to the 5 paragraph essay.</p> <p>Ready Writing - Quotes</p> <p>Warriner's English Grammar and Comp., First Course</p> <p>Harcourt, Brace, 1986</p> <p>Purpose in Literature</p> <p>Scott Foresman, and Co. 1982</p> <p>Vocabulary</p> <p>Short Stories</p> <p>Pearl S. Buck, Kipling, London, O. Henry, Poe, Stockton,...</p> <p>Novels</p> <p>Across Five Aprils</p> <p>Captains Courageous</p> <p>Tom Sawyer,...</p> <p>Poetry</p> <p>Belloc, Frost, Nash, Noyes, Mansfield,...</p> <p>See Literature List below, corresponding to Special History Curriculum 2008/9</p>	<p>English 8</p> <p>Grammar</p> <p>Review parts of speech, sentence analysis, emphasis on mechanics and punctuation. Diagramming.</p> <p>Vocabulary</p> <p>Drawn form literature.</p> <p>Sentences and weekly quizzes.</p> <p>Composition</p> <p>Writing complex sentences</p> <p>Thesis Statements</p> <p>Reinforce unified, coherent paragraph.</p> <p>3 paragraph essay.</p> <p>Elementary 5 paragraph essay</p> <p>Ready Writing - Quotes</p> <p>Literature</p> <p>Blake, Dickens, Lewis, Shakespeare, Doyle, Kipling, Franc. Reading, writing, and seminar discussions.</p> <p>Warriner's English Grammar and Comp. Level 2</p> <p>Harcourt, Brace. 1982</p> <p>See Literature List below, corresponding to Special History Curriculum 2008/9</p>	<p>Cycle A (Ancient) World Lit & Composition</p> <p>Grammar: Warriner's Grammar and Composition Level 3</p> <p>Part II, "Usage", Part III "Mechanics" Part IV "Sentence Structure", Part V "Composition"</p> <p>Vocabulary: Levine's Vocabulary for the College Bound Part I, pp. 1-55 Word Smart Part I</p> <p>Composition: Outlining, 5 paragraph essay, timed 5-parag. Essays, literary essay integrating quotations, the Shakespearean sonnet, personal narratives, peer-editing & revision</p> <p>Literature: The Iliad, The Odyssey, Tennyson's "Ulysses", The Aeneid, Shakespeare's Julius Caesar, Sophocles: Oedipus Rex and Antigone, Plato: The Allegory of the Cave and the Apologia, Augustine: The Confessions Books I-VI</p> <p>Seminar: Student generated questions, student-prepared notes for each question, Formal literary discussion w. textual support</p>	<p>Cycle B World Lit. & Composition</p> <p>Grammar: Warriner's Grammar and Composition Level 2, Part II, "Usage", Part III, "Mechanics" Part IV: "Sentence Structure" Part V, "Composition"</p> <p>Vocabulary: Levine's Vocabulary for College Bound: Part I pp.1-55 Word Smart: Part II</p> <p>Composition: The extended essay, Integrating quotes, timed 5-paragraph essays, Shakespearean Sonnet, peer-editing: revisions, Haiku</p> <p>Literature: Intro to the English Romantics: Blake, "Jerusalem", "London", "Wordworth", "The Solitary Reaper", Shelley (Ozymandias) Coleridge "Kubla Khan" & The Ancient Mariner. The Sonnet: "That time of year thou mayest in me behold...", & other sonnets of Shakespeare. Romeo and Juliet, Dickens' A Tale of Two Cities, Tolstoy's The Death of Ivan Illyich, Graham Greene's "A Hint of an Explanation", Francis Thompson's "The Hound of Heaven", U Po's "Quiet night thoughts", "Coming home from Chungnan Mountain", A reply to the Vulgar", Tu-Fu's "The Ballad of the Army Wagons" Basho, Bussan and Issa: selected haiku</p> <p>Seminar: Student generated questions, Student-prepped notes for each question, formal literary discussion w/textual support</p>
				11 th Grade
				12 th Grade
				Forseman, UCSMP 1990
				<p>Cycle A for AP English Lit & Comp (British and World Lit)</p> <p>Grammar: Grammar and P/SAT review, sentence errors, revisions, combining, parallel structure, subordination, etc.</p> <p>Warriner's Complete Edition</p> <p>Vocab: Levine's Vocabulary for College Bound Anglo-Saxon, French, Italian, Spanish derivatives: WordSmart Part III, AP Rhetorical Vocabulary of the AP Test</p> <p>Composition: 5-Shaffer "Crunk-Style" Essays. Study thesis, integrating quotes, commentary, in-class timed writing essay tests, integrating resources into text in themed essays, multiple source current events term paper, AP Test: Critical Reading Tests.</p> <p>Literature: Man for All Seasons, Bolt, Dante's Divine Comedy, Beowulf, Chaucer, Morality Play, Othello, Hamlet or King Lear. Poetry Study explication, scansion, Shakespeare, Donne, Herbert, Romantics, Pope's satire "Rape of the Lock", "Wasteand", G. M. Hopkins, Pope Benedict XVI God is Love. 19th Century novels Great Expectations, POV studies and exercises.</p> <p>Seminar: Student-generated questions, student-prepped notes for each question, oral arguments w/ text support. Thesis: 1 hr weekly, develop thesis, research, drafts, advisors, defend thesis before faculty panel w/ student aud.</p>
				<p>Cycle B for AP English Lit & Comp (American Lit. and Language)</p> <p>Grammar: Grammar and P/SAT review, sentence errors, revisions, combining, parallel struct., subordinatn, etc.</p> <p>Warriner's Fifth Edition</p> <p>Vocab: Levine's Vocabulary for College Bound Greek, Latin, Greek Mythology: WordSmart Part IV. AP Literary Vocabulary of the AP Test.</p> <p>Composition: 5-Shaffer "Crunk-Style" Essays. Study thesis, integrating quotes, commentary, in-class timed writing essay tests, integrating resources into text in themed essays, multiple source current events term paper, AP Test: Critical Reading Tests.</p> <p>Literature: Milton's Paradise Lost, Scarlet Letter, American Documents Collaboration Essay+Presentation (Washington, Madison, Paine, Franklin, Lincoln), Billy Budd, Huck Finn, Death Comes for the Archbishop, Red Badge of Courage, F. O'Connor, Grapes of Wrath, & selections from papal encyclicals on socialism, capitalism and the Catholic Church.</p> <p>Seminar: Student-generated questions, student-prepped notes for each question, oral arguments w/ text support. Thesis: 1 hr weekly, develop thesis, research, drafts, advisors, defend thesis before faculty panel w/ student aud.</p>

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English Literature (continued)					<p>Cycle A for British+World Lit. & Composition Grammar: Grammar and P/SAT review, sentence errors, revisions, combining, parallel structure, subordination, etc. <u>Warriner's Level 4</u> Vocabulary: <u>Levine's Vocabulary for College Bound: Anglo-Saxon, French Italian, Spanish derivatives. Wordsmart: Part III.</u></p> <p>Composition: Timed 5-paragraph essays, peer editing, revisions, extended essays integrating commentary, quotes. Literature: <i>Man for All Seasons</i>, Bolt, <i>Beowulf</i>, <i>The Divine Comedy</i>, <i>Canterbury Tales</i> (selections), "The Harrowing of Hell", Shakespeare: <i>Othello</i>, <i>Hamlet</i> or <i>Leor</i>, Selected "holy sonnets" of Donne, Novel: Dickens, G. Eliot or Hardy. Selected poems of G.M. Hopkins, T.S. Eliot's "Murder in the Cathedral", <i>The Gospel of Life</i> (John Paul II), or <i>God is Love</i> (Benedict XVI).</p> <p>Seminar: Student-generated questions, student-prepped notes for each question, oral arguments w/ text support. Thesis: 1 hr weekly, develop thesis, research, drafts, advisors, defend thesis before faculty panel w/ student aud.</p>	<p>Cycle B for American Lit. & Composition Grammar: Grammar and P/SAT review, sentence errors, revisions, combining, parallel structure, subordination, etc. <u>Warriner's Level 4</u> Vocabulary: <u>Levine's Vocabulary for College Bound: Greek, Latin roots; English derivatives. Wordsmart: Part IV.</u> Composition: Timed 5-paragraph essays, peer editing, revisions, extended essays integrating quotes, commentary, satire: personal narrative Literature: <i>Paradise Lost</i>, <i>The Scarlet Letter</i>, Billy Budd; <i>Huckleberry Finn</i>, <i>Death Comes for the Archbishop</i>, Selected poems of Walt Whitman, <i>All Quiet on the Western Front</i>, <i>The Great Gatsby</i>, <i>The Grapes of Wrath</i>, papal encyclicals (selections); <i>Rerum Novarum</i> and <i>Centesimus Annus</i> on socialism, capitalism and the Church, selected letter and stories ("Parker's Back", "Revelation") of Flannery O'Connor Seminar: Student-generated questions, student-prepped notes for each question, oral arguments w/ text support. Thesis: 1 hr weekly, develop thesis, research, drafts, advisors, defend thesis before faculty panel w/ student aud.</p>

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade
History	<p>World Geography and Ancient Civilizations</p> <p>Two semesters, each devoted to a more intense study of geography and early civilizations, as a basis for understanding all civilizations, and the development thereof, as well as sounder geographical skills. Specifically, the target goals for the course are an understanding of World Physical Geography, Map Reading Defining Early Civilization, and Defining Early Civilization,</p> <p>[Alternate Year - US History]</p> <p>American History</p> <p>Two semesters, each devoted to a more intense study of geography and American history. It tells the story of North America—focus is on post-Civil War up to the Twentieth Century.</p> <p>Research paper/project.</p> <p>Historical novels also read during this course.</p> <p><u>American Journey</u>, Prentice Hall</p>	<p>World History I</p> <p>The Ancient World from prehistory to Roman civilization. Political, social, cultural and archaeological advances are studied and evaluated. Emphasis placed on the overall development of the beginnings of civilization. Compare and contrast with general knowledge of the modern world structures.</p> <p><u>Pageant of World History</u>, Prentice-Hall, Inc. 1990</p> <p><u>Light to the Nations: Part 1</u> (CSTP Publishers 2009)</p>	<p>World History II</p> <p>Picks up where WHI leaves off and proceeds up until WWII. This means we cover nearly 1000 years of history. We concentrate on Western Civilization primarily and the main events, people, and trends of history, political, religious, economic, social/cultural, artistic, and military. Research paper/projects.</p> <p><u>Light to the Nations: Part 2</u> (CSTP Publishers 2011)</p>	<p>American History I</p> <p>Discovery and colonial era thru independence & drafting of Constitution, interpretations of & applications of the Constitution, setting precedents, sectional differences, rise of political parties, formation of foreign policy, economic and financial structure & institutions, American contributions in science & technology, national growth & expansion, dealing with slavery issue & on up to the Civil War. Original docs often used.</p> <p><u>Rise of the American Nation</u>, Vol. 2. HBI. Publ. 1982</p>	<p>American History/Civics II</p> <p>Introduces students to the conflicts and challenges facing the U.S.A. beginning with the Civil War & on thru the Reconstruction period of the late nineteenth century expansion, the World Wars & Great Depression & finally, the Cold War era. Students make critical connections to similar modern legal, moral and political issues. The 14th and 15th Amendments are closely considered. Final unit on the Cold War period, the Civil Rights movement, Vietnam conflict and related controversies. Research paper/project.</p> <p><u>One Nation Under God</u> (Beta Draft CSTP Publishers 2013)</p>
	<p>Life Science</p> <p>Study of the biological form of life and the functions used in the scientific method to train the student in problem solving.</p> <p>Lab Study</p> <p>Annual Science Report</p> <p><u>Exploring Creation With General Science</u>, Apologia Educational Ministries, Inc. 2007</p>	<p>Physical Science</p> <p>This is a basic course in the principals and laws of the physical world.</p> <p>A hands-on approach is utilized for many of the concepts learned in this course.</p> <p>BI-Weekly lab</p> <p>Annual Science Project</p> <p>Focus on Physical Science, Padilla et al, Prentice Hall, Inc. 2001</p>	<p>Biology</p> <p>Study of God's creation starting with simple, single cell organisms and moving to more complex plant and animal kingdoms. Other subjects treated in the course: ecology, evolution, and Mendelian genetics. Biweekly labs and several projects.</p> <p><u>Exploring Creation</u>, Jay Wile</p> <p>Apologia Educational Ministries, Inc., 2005</p> <p>Principles of Natural Science</p> <p>This is a General Science course with an introduction to the higher level vocabulary of the various branches of science for high school. In addition, students learn a history of the philosophy of science, introducing the student to the development of the concepts of matter, motion and heat. The concept of matter is traced from Aristotle through to the atomic theory. The students will learn the philosophy of being and the experimental roots of modern scientific theory. Weekly lab and Annual Science Project</p> <p><u>First Science</u>, Daw</p> <p>Various Works of Fabre</p>	<p>Chemistry</p> <p>The course will focus on theoretical and descriptive chemistry with an emphasis on problem-solving. Chemical investigations will exercise the students' laboratory skills and technique. The composition and structure of materials and the changes they undergo will be studied and observed. This facilitates a deeper understanding of the scientific method, and how it is applied in the study of Chemistry</p> <p>Weekly lab, Annual Research Project</p> <p><u>Foundations of Chemistry</u>, Hein and Arena, 1996</p> <p><u>A Short History of Chemistry</u>, Partington, J. R., Dover, 1989</p>	<p>Physics</p> <p>A study of physics employing exploration, application and the development of the concepts from each branch of physics. A conceptual approach to physics will apply physics to personal experiences in the world. The hands-on approach is elemental to the foundational understanding of the science.</p> <p>Weekly lab</p> <p>Annual Science Project</p> <p><u>Conceptual Physics</u>, Hewitt, Harper Collins Publishers 2002</p> <p><u>Conceptual Physics LAB Manual</u>, Hewitt, Prentice Hall, Inc. 2002</p>
Science					

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Art	<p>Focus on basic artistic skills: Painting and drawing, design and creative work. Students work with various media: paints (watercolor, acrylic), pastels, pens, pencil, graphite/charcoal. Projects include: self-portraits, heraldry design, book cover design, shading and lighting, comic book drawing, pop art and color studies.</p>	<p>Focus on basic artistic skills: Painting and drawing, design and creative work. Students work with various media: paints (watercolor, acrylic), pastels, pens, pencil, graphite/charcoal. Projects include: self-portraits, heraldry design, book cover design, shading and lighting, comic book drawing, pop art and color studies.</p>	<p>Work in perspective, shading, color control, design and creation of stained glass (paper windows). Various media involved in projects: acrylics, watercolor, charcoal, pastels, sculpting clay. Students are expected to learn and employ common techniques in two 40 minute sessions each week. Most work is individual in nature, but two projects are done in groups (the stained glass windows). Additional projects support the school plays, events, and classical day activities. No textbooks are used by students and all material is provided by the academy.</p>			



New Member School Evaluation Form

School Name The University Careers and Sports Academy- Hesperia

Principal Michael Hayhurst

Yrs. as Principal first year

CIF/Athletic Background? Yes

Athletic Director George Neos

Yrs. as A.D. first year (7 yrs total)

CIF/Athletic Background? Yes

Date of Contact

Notes

Visit/Phone May 5, 2016 Met with A.D. George Neos and Principal Michael Hayhurst Toured facilities; met with staff

Enrollment	Current	Next Year	Target
Grade 9	6	12	30
Grade 10	4	15	30
Grade 11	3	12	30
Grade 12	0	10	20

Sports Fielded: Basketball, , Football (8-man), Track and Field, Volleyball.

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
Football (8-man)		Volleyball	
Basketball		Basketball	
Track/Field		Track/Field	

Current Athletic Competition: Students may drive 21 miles to other charter campus to participate. They have chosen not to make the drive.

Facilities: On-site facilities are minimal, however, practice facilities are available off campus within 3 miles away in local Park and Rec gymnasium and fields, and there are plans to refurbish and make suitable volleyball area, blacktop for basketball and 1 acre field adjacent to property to be used for 8-man football field..

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: The student body numbers may seem a bit low but the High Desert area is growing at a very rapid pace, and being a dependent charter of Helendale School District, students may ask for transfer to this school due to curriculum, proximity to their homes, and opportunities. The athletic facilities are scant at best, but there are plans to refurbish a blacktop area for Volleyball practice and Basketball practice. A one acre field is adjacent to current facility that will serve as a football facility. Indoor gymnasium is within 3 miles of the current campus and can be acquired for home contests. The commitment and passion for athletics is within their charter. The principal has extensive athletic experience from former schools he administrated to. The Athletic Director has seven years experience and has served as a coach as well within the confines of a small school setting, even coaching 8-man football.

Membership Recommendation: ☒ Recommend ☐ Do not Recommend

John Norman
Executive Committee Member - Area Representative

Revised 6/3/15



CIF Southern Section Application for Membership 2016-17 School Year

ALL INFORMATION MUST BE TYPED

Name of School The University Careers and Sports Academy- a branch of ICA
Street Address 11083 Hesperia Road
City and Zip Code Hesperia, CA 92345
School Telephone 760-620-2082 Athletic Telephone 760-620-2082 Fax 760-952-1178
School Website careersandsports.com

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 6 10th 4 11th 3 12th _____
Total Number of Current Year Students 73
Anticipated Future Enrollment 3 Years Hence ~150 5 Years Hence ~250
New Public High Schools under Construction – Planned Opening Date n/a
Charter Schools Only – Chartering District/Institution Helendale School District

Athletic Program Goals and Objectives

Strive for excellence in athletics by requiring student athletes to be men and women of upright character. Athletics provides
an arena for teaching that is often indispensable in the physical, mental and emotional development of young men and women.

Athletic Administration

Name of Principal Michael Hayhurst Principal's email mhayhurst@helendalesd.com
Name of Athletic Director George Neos Athletic Director's email gneos@helendalesd.com

Accreditation

Western Association of Schools & Colleges, 533 Airport Blvd, Suite 200, Burlingame CA 94010-2009
Name and Address of Accrediting Organization

Facilities

Sport

8-man football

girls volleyball

boys basketball

girls basketball

boys track & field

girls track & field

Practice Facility

on campus field

on campus court

on campus court

on campus court

on campus field

on campus field

Game Site and Location

away

away

away

away

away

away

Initial Participation Levels

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

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country			Winter	Basketball	V	V
	Field Hockey				Soccer		
	Football	V			Water Polo		
	Golf				Wrestling		
	Tennis						
	Volleyball		V				
	Water Polo						
Spring	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field	V	V				
	Volleyball						

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

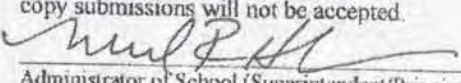
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum,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

IMPORTANT Please Note:

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

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

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




Administrator of School (Superintendent/Principal)

The University Careers and Sports Academy- a branch of ICA

Name of School

4-26-16

Date



Officer (Board/Trustee Officer)

HELENDALE SCHOOL DISTRICT

Name of District Board

4-28-16

Date

CIF Southern Section Executive Committee Review and Approval Status

_____	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied			
_____		Area Placement	_____	
Commissioner of Athletics				

Revised September, 2015

3 | Page

5C8

Item 1:

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

Item 2: Principal Vitae

Michael R. Hayhurst, Director
(760) 952-1760

EDUCATION

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

CREDENTIALS/CERTIFICATES

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

EXPERIENCE

2013-present: Helendale School District

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

2009 – 2012: Excelsior Charter Schools

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

2008 – 2009: John Muir Charter School

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

2007 – 2008: Chapman University

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

1999 – 2007: Barstow Unified School District

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

1987 – 1999: Barstow Police Department

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

1985 – 1987: Barstow Community Hospital

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

1980 – 1984: United States Army

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

RELATED ACTIVITIES

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

HONORS

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

PROFESSIONAL ORGANIZATIONS

Association of California School Administrators

REFERENCES

R. Swearingen, Superintendent Helendale School District P.O. Box 249 Helendale, CA 92342 (760) 952-1180	M. Sumpter, Ret. Superintendent S.B. County Board of Education 601 North E Street San Bernardino, CA 92410 (760) 524-8852	C. Jones, Principal Excelsior Barstow Campus 2151 W. Main Street Barstow, CA 92311 760-255-2764
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Athletic Director Vitae

George Neos, Athletic Director, Teacher

(760) 780-8682

EDUCATION

Master of Arts, Columbia University Teachers College, New York, NY

Bachelor of Arts, Dartmouth College, Hanover, NH

EXPERIENCE

Present: ICA-UCSA

Athletic Director, Teacher

2010-2015: Excelsior Public Charter School

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

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

1998 - 2008: High School Principal

1998- 2004: Boys Athletic Director

1997- 1998: Head Coach-Varsity Boys Basketball Coach

1997- 2008: Head Coach-Varsity Football.

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

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

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

1994: Dartmouth College Football

Outside Linebacker Coach

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

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

REFERENCES

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

M. Hayhurst, Director ICA
Helendal School District
P.O. Box 249
Helendale, CA 92342
(760) 952-1760

William Rivera
Excelsior FB Coach
Varsity Head Coach
Victorville, CA 92311
760-221-5854

Item 3

Coaching Staff Names and Qualifications:

Football-George Neos	See Athletic Director Vitae
Volleyball- Bethany Neos	Lighthouse Christian School <i>Volleyball Coach 2006-2008</i> Santa Monica College Volleyball 1997-1998 <i>Coach's Award Recipient 1998</i> <i>Most Improved Player Award 1998</i> Lighthouse Christian Academy <i>Captain-Girls Volleyball 1996</i> <i>Pioneered Volleyball program 1995</i> <i>Captain-Girls Basketball 1996, 1997</i>
Boys Basketball-George Neos	See Athletic Director Vitae
Girls Basketball-Bethany Neos & Sue Dickinson	See Above Assistant Coach <i>Public Safety Academy Girls Basketball and Softball 2007-2010</i> Assistant Coach <i>Mojave Vista Elementary Girls Basketball 2000-2003</i>
Boys and Girls Track & Field-George Neos	See Athletic Director Vitae

Item 4

Promotional materials of the school:

PREPARING STUDENTS
TO BE LEADERS,
WHO WILL LIVE LIVES
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- FOUNDATION OF PERSONAL INTEGRITY
- LOW STUDENT TO TEACHER RATIO
- CAREER TRAINING
- DISCIPLINE OF ATHLETICS
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ARE YOU UNHAPPY WITH THE EDUCATION YOUR HIGH SCHOOL STUDENTS ARE RECEIVING?
WE ARE TOO, SO WE OFFER YOU **UCSA**; A **FREE** PUBLIC CHARTER SCHOOL.

 UCSA IS A HYBRID OF A TRADITIONAL EDUCATION PROGRAM WITH GUARANTEED CLASSES AND THE FLEXIBILITY OF INDEPENDENT STUDY. THIS GIVES OUR STUDENTS THE OPPORTUNITY TO PURSUE CAREER TRAINING, AND POST SECONDARY STUDIES WHILE IN HIGH SCHOOL.

 AT UCSA, STUDENTS CAN RECEIVE VOCATIONAL TRAINING. WE WORK HARD TO PROVIDE EVERY HIGH SCHOOL STUDENT WITH A GAINFUL INTERNSHIP IN THE COMMUNITY; WHERE THEY ARE ABLE TO VOLUNTEER EACH MONDAY.

 AS PART OF THE UCSA EDUCATION, EVERY ACADEMIC DAY BEGINS WITH STUDENTS COMPLETING AN INDIVIDUALIZED CROSSFIT WORKOUT. STUDIES SHOW THAT BEGINNING THE DAY WITH PHYSICAL ACTIVITY ENHANCES STUDENT LEARNING.



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ACADEMY**

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Mission.

Our mission is to prepare students to be leaders, who will live lives that are worthy of imitation.

Method.

We achieve this end, by beginning the education of each student, focusing on character. Student character is developed, in part, as a result the close relationships our students have with the staff at UCSA. Our small student population facilitates these relationships, which in turn aids in classroom instruction and hastens the personal development of each individual child. The relationships that are fostered in this environment; help students learn to pursue excellence not only in their academics, but also in their extracurricular activities, attitudes, and relationships.

Utilizing a university preparatory education, career training, and the discipline of athletics to properly equip students; the University Careers and Sports Academy prepares students for life after high school. Subsequently, our students have career options and multiple post secondary education choices available to them upon graduation.

Even though the UCSA currently enrollment is one hundred percent unduplicated pupils, every student at UCSA is enrolled in A-G approved classes. Our goal is for one hundred percent of our students to complete all fifteen of the college preparatory courses before graduation. Although we do not believe that every student needs to attend a four-year university, or pursue a post secondary degree, we firmly believe that every student should have the opportunity to further their education if that is their desire. Therefore, our academic program has been designed to insure that our students graduate college ready.

The university preparatory education is one part of our push to encourage UCSA students to have a vision for their lives that extends beyond high school. Our unique schedule assists in the fulfillment of these visions, by not only providing the necessary academic training, but also by giving students time each week to pursue career training. Prioritizing career training is the second part of our educational model. Every high school student at UCSA has the opportunity to obtain a gainful internship in the community; where they are given the time to volunteer each Monday as part of the UCSA educational program. This internship program has been developed to foster closer relationships with our community, and to help insure that our graduates become the next generation of contributing members in it.

The third part of the University Careers and Sports Academy education, involves the regular incorporation of athletics. UCSA students are required to participate in organized athletics at least two seasons per year, either in the community or as part of the school. In addition to this requirement, every academic day begins with the students on campus completing an individualized CrossFit workout. Numerous studies have shown that beginning the day with exercise provides a stimulus, creating an environment in which the brain is ready and able to learn. At UCSA we capitalize on the physiological response of the brain to exercise, and our students are reaping the intellectual benefits.

Curriculum

UCSA believes that textbooks are only one component of each course. Furthermore, we recognize that students learn and thrive using many different types of curriculum and methods of instruction. Even though students have a traditional class and bell schedule [8:00am-2:30pm Tuesday-Friday], our independent study based program takes advantage of non-conventional means of instruction. Besides guaranteeing students will have classroom instruction, UCSA directs and instructs parents to utilize online resources, while at the same time encouraging them to be involved in their child[rens] education.

UCSA addresses the individual needs of students by providing multiple means of support and choice. The post graduation plans, talents, interests, and ability levels of the students are used by the teachers and parent[s] to determine the best course of study. It is the responsibility of this educational team [the teachers and parents] to ensure that the student[s] is [are] enrolled in the appropriate level courses to assist the student in attaining their future goals. The combination of professional educators and the knowledge and support of the student's family, allows the UCSA staff to facilitate the academic development of our diverse student population.

All University Careers and Sports Academy students are provided with California State Standards aligned text books that have been adopted by the Helendale School District Board of Trustees. In addition to the availability of textbooks, students can have their own chromebook, in order to access non-traditional educational resources, and supplement instruction. The subsequent mapping of the curriculum is a collaborative process done by the UCSA staff. As needed, instruction that addresses the various modes of learning of each student, along with necessary remediation, are provided by each member of the UCSA staff. To insure the efficacy of our instruction, UCSA has worked to create congruence between what is taught, the academic standards, and the student learning objectives.

Graduation requirements.

The University Careers and Sports Academy has set a goal to graduate one hundred percent of each class, college ready, having completed the A-G subject requirements approved by the UC and CSU institutes of education. However, our sponsoring district has determined less strenuous requirements that currently act as our minimum graduation requirements. Below is a list of these minimum graduation requirements that have been established by the Helendale School District .

Content Area:	Required Credits:
English Language Arts	40
Algebra	10
Mathematics	20
Biology/Life Science	10
Earth/Physical Science	10
Physical Education	20
Foreign Language/VPA	10
World History	10
U. S. History	10
American Government	5
Economics	5
Internship/Service Learning	10
<u>Elective/CTE</u>	<u>10</u>
TOTAL	220

Dear CIF Southern Section Executive Committee,

As part of The University Careers and Sports Academy membership application, I wanted to share some additional information to insure the intent of our petition.

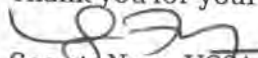
UCSA is branch of the Independence Charter Academy [ICA], and a part of the Helendale School District. Presently the ICA students [including UCSA] are permitted to participate in the athletics program of the Academy of Careers and Exploration [ACE], because of the joint membership granted ACE and ICA last year by the Executive Committee. However, The University Careers and Sports Academy campus is located over twenty one miles from The Academy of Careers and Exploration, and as a result none of the students at UCSA were able to participate in the athletics programs that are offered. Therefore, UCSA, with the support of the Helendale School District, is seeking its own independent CIF Southern Section Membership.

Although our present enrollment appears to be lacking in the numbers necessary to field sports programs, our current students in grades eight through eleven, have committed themselves to pioneering the UCSA sports program. I have attached two commitment to play rosters with the names and signatures of existing students, to illustrate that they are fully committed to making the UCSA program a reality. In addition to these students, we have already enrolled nearly double our current number for next fall, and we are weekly adding more students.

During the eleven years when I was the athletics director and football coach at the Lighthouse Christian Academy in Santa Monica, I never had the commitment of this many students to play sports in the fall during the spring; and there were many football seasons that I began practices with less than eight players. However, each year we were able to field competitive teams, and even had championship teams on a number of occasions. As a result of these experiences, I am confident that we will be able to successfully field athletics teams throughout the 2016-17 academic year at UCSA.

Some might argue that nothing specifically prohibits the students and their parents from making the daily commute to Helendale for athletics. However, the financial burden, additional time commitment, and potential hazards associated with this commute, make participating in athletics with ACE-ICA unnecessarily difficult for UCSA athletes and their families. Presently, our students include former varsity letter winners from other schools, that have now sat out an entire year hoping to participate in the inaugural year of UCSA athletics. I am hoping with them and the rest of our student body, that the Executive Committee will make this a reality.

Thank you for your time, and consideration.


George Neos, UCSA

University Careers and Sports Academy

11083 Hesperia Road, Hesperia California. 92345. Phone 760-620-2082

I am signing this list as an indication that I have every intention of playing 8-man football for the University Careers and Sports Academy Saints in the fall of 2016.

Name:

Date:

Signature:

Marcus Timpe	4/28/16	M. Timpe
London Perez	4/28/16	LP
Matthew Contreras	4/28/16	MC
Lucas Timpe	4/28/16	LT
Eli Rios	4/28/16	ER
Spencer Neos	4/28/16	Spencer Neos
Josiah Neos	4/28/2016	Josiah Neos
Matthias Neos	4/28/2016	Matthias Neos
Julian Ramirez	4/29/16	Julian Ramirez
Thomas Ramirez	4/29/16	Thomas Ramirez

University Careers and Sports Academy

11083 Hesperia Road, Hesperia California. 92345. Phone 760-620-2082

I am signing this list as an indication that I have every intention of playing on the girls volleyball team for the University Careers and Sports Academy Saints in the fall of 2016.

Name:

Date:

Signature:

Hannah Stenner	4-28-16	Hannah Stenner
KALIJAH FIGUEROA	4-28-16	Kaljah Figueroa
Mayela Jacobo	4-28-16	Mayela Jacobo
Yahjira Alvarado	4-28-16	Yahjira Alvarado
Sarah Valdivia	4-28-16	Sarah Valdivia
Rosemary Su'a	4-28-16	Rosemary Su'a
Alyssa Mesa	4-28-16	Alyssa Mesa

Starting OV High School Sports Program and Joining CIF

Our current understanding

May 7, 2016

- On May 4th, 2016, the Lone Pine Board voted not to renew our agreement for our OV students to play on LP teams.
- As far as we can tell, this decision was based on finances and a desire to bring (force) students back to LP using the sports program as an incentive.
- The financial facts as we know them are (numbers are approximate):
 - 1) In California, there is a formula and sliding-scale for schools that are designated Necessary Small Schools. Districts that have more than 100 students receive more funding per student than districts below 100 students. LP has 92 high school students, which is obviously just below the 100-student mark. They need 9 students to be above the 100-student mark and, thus, receive more funding. "9" is the magic number for them, and they seem to have tunnel vision on that particular number.
 - 2) LP is a Basic Aide district like OV; however, due to LP's agreements with Sierra Sands they lose approximately \$11,000 per student who attends another district. (LP is the only school district in California that has this type of agreement with a utility company.) However, due to the LCAP and state rules, they receive approximately \$6,000 back per student, so they lose only \$5,000 per student, not \$11,000.
 - 3) Currently, OVUSD has 21 of LP's students. We have six high schoolers and 15 elementary students, which is 21 LP students total. So LP is losing $21 \times \$5000 = \$105,000$ per year. Note: LP currently has 4 OV students at this time.
 - 4) My understanding is that the LP Board is being told that if they get nine (9) students back, they would receive \$160,000. LP may be referring to the Necessary Small School formula that is in the Ed Code (see attached) in believing they would receive more money if they had more students.
 - 5) LP's other grievance is that it costs them about \$800-\$1,200 per student per sport who participates in their sports program. They say that OV has not been paying our fair share of the costs. We acknowledged that this was an issue that needed resolving, and we attempted to do so. Last February I offered to pay OV's fair share for our students to participate in LP's sports program (cost would be \$10,000 to \$15,000 per year). There was no response from LP in regards to this negotiation.
 - 6) LP wants 9 students back and thinks that by cutting OV out of their sports program, that this will both entice the 9 students to go back in order to play sports AND partially solve the drain on their sports program.
 - 7) If we start their own high school sports program, LP would lose out on this money and potentially lose even more students if LP students decide to come to OV, since we would have our own sports program.
 - 8) LP is specifically focused on getting 9 high schoolers back into their school. However, this will not solve their problem, since we only have six (6) LP high schoolers. Again, I question their numbers and their reasoning.

- 9) Another factor that is influencing LP's numbers is that there are not as many employees at the Dry Lake Bed project due to DWP's downsizing. LP has lost students as the families have moved away for employment reasons. Not all the students have left to come to OVUSD, as LP has implied.
- 10) **State law indicates that students have a right to choose their school and Inyo County has a policy of "Open Enrollment" for all schools, so LP cannot force students to come back to LP by any method nor can they deny students from leaving.** The ICSOS has made it very clear that they would approve any inter-district transfer request that is denied by a school. (Sean tried to do this the first year he was at LP, and was overruled by ICSOS.)

- If LP does not retract its position then OV would be forced to move forward with creating its own sports program. The process and cost would be as follows:
 - 1) Fill out and send CIF application. The application was due May 1st, but due to LP not giving OV enough notice, CIF will still accept it this week.
 - 2) The sports we will be offering next year are attached. We would not be able to offer football this coming year, but believe we could for the 2017/2018 season.
 - 3) Cost to start our own program would be:
 - a) \$30,000 for new van (one time cost)
 - b) \$25,000 for updating our tennis court and purchase new equipment (one time cost)
 - c) \$35,000 to \$40,000 per year in ongoing costs to run the program
 - d) In addition, we believe we would need the OV PTO / Booster club to raise \$15,000 to \$20,000 per year to support the program.
- **OVUSD desires to work with LP to resolve this issue and stay as a team. We have had good relations in the past and want to continue a mutually beneficial relationship. We are committed to paying "our fair share" of our students playing sports with LP. We firmly believe that this is in the best interest of all Inyo County students and taxpayers. However, Owens Valley USD is fully prepared to start our own high school sports program if we are forced to do so.**

**CIF Southern Section Application for Membership
2015-16 School Year**

ALL INFORMATION MUST BE TYPED

Name of School Owens Valley High School
Street Address 202 S. Clay Street Drawer E
City and Zip Code Independence, CA 93514
School Telephone 760-878-2405 Athletic Telephone _____ Fax 760-878-2626
School Website www.ovusd.org

Type of School (Check where applicable)

Grades 9-12	Grades 10-12	Public	Private	Coed	All Boys	All Girls
Number of Students per Grade (Current Year) 9 th <u>5</u> 10 th <u>8</u> 11 th <u>8</u> 12 th <u>3</u>						
Total Number of Current Year Students <u>24</u>						
Anticipated Future Enrollment 3 Years Hence <u>40</u> 5 Years Hence <u>50</u>						
New Public High Schools under Construction – Planned Opening Date _____						
Charter Schools Only – Chartering District/Institution _____						

Athletic Program Goals and Objectives

To have students grow athletically, academically, and socially and to promote teamwork, a strong work ethic and develop well rounded members of society.

Athletic Administration

Name of Principal <u>Dan Moore</u>	Principal's email <u>dmoore@ovusd.org</u>
Name of Athletic Director <u>Lukas Tandy</u>	Athletic Director's email <u>ltandy@ovusd.org</u>

Accreditation

WASC

Name and Address of Accrediting Organization _____

Facilities**Sport****Volleyball****Crosscountry****Basketball****Tennis****Golf****Practice Facility****School Gym****School/Town of Independence****School Gym****School Tennis Courts****Lone Pine Golf Course****Game Site and Location****School Gym****School/Town of Independence****School Gym****School Tennis Courts****Lone Pine Golf Course****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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Winter	Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>		Soccer	<input type="checkbox"/>	<input type="checkbox"/>
	Football	<input type="checkbox"/>			Water Polo		<input type="checkbox"/>
	Golf		<input type="checkbox"/>		Wrestling	<input type="checkbox"/>	<input type="checkbox"/>
	Tennis		<input checked="" type="checkbox"/>				
	Volleyball		<input checked="" type="checkbox"/>				
	Water Polo	<input type="checkbox"/>					
Spring	Badminton	<input type="checkbox"/>	<input type="checkbox"/>				
	Baseball	<input type="checkbox"/>					
	Golf	<input checked="" type="checkbox"/>					
	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>				
	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>				
	Softball		<input type="checkbox"/>				
	Swimming	<input type="checkbox"/>	<input type="checkbox"/>				
	Tennis	<input checked="" type="checkbox"/>					
	Track & Field	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
	Volleyball	<input type="checkbox"/>					

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

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

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

Date 5/7/2016

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EDUCATION CODE

SECTION 42280-42289.6

42280. (a) For each school district that meets, in the current or prior fiscal year, the conditions specified in Section 42282 or 42284 the Superintendent shall compute, for each qualifying school in the school district, an amount pursuant to this article.

(b) The amount of funding for each qualified school district shall equal the greater of either of the following:

(1) The sum of necessary small elementary school allowances determined pursuant to Section 42282 for the prior year average daily attendance and the number of full-time teachers, and necessary small high school allowances determined pursuant to Section 42284 for the prior year average daily attendance and the number of certificated employees.

(2) The sum of necessary small elementary school allowances determined pursuant to Section 42282 for the current year average daily attendance and the number of full-time teachers, and necessary small high school allowances determined pursuant to Section 42284 for the current year average daily attendance and the number of certificated employees.

42282. For each district with fewer than 2,501 units of second principal apportionment average daily attendance, on account of each necessary small school, the Superintendent shall make the following computations:

(a) For each necessary small school which has an average daily attendance during the fiscal year of less than 25, exclusive of pupils attending the 7th and 8th grades of a junior high school, and for which school at least one teacher was hired full time, the Superintendent shall compute for the school district fifty-two thousand nine hundred twenty-five dollars (\$52,925).

(b) For each necessary small school which has an average daily attendance during the fiscal year of 25 or more and less than 49, exclusive of pupils attending the 7th and 8th grades of a junior high school, and for which school at least two teachers were hired full time for more than one-half of the days schools were maintained, the Superintendent shall compute for the school district one hundred five thousand eight hundred fifty dollars (\$105,850).

(c) For each necessary small school which has an average daily attendance during the fiscal year of 49 or more, but less than 73, exclusive of pupils attending the 7th and 8th grades of a junior high school, and for which school three teachers were hired full time for more than one-half of the days schools were maintained, the Superintendent shall compute for the school district one hundred fifty-eight thousand seven hundred seventy-five dollars (\$158,775).

(d) For each necessary small school which has an average daily attendance during the fiscal year of 73 or more and less than 97, exclusive of pupils attending the 7th and 8th grades of a junior high school, and for which school four teachers were hired full time for

more than one-half of the days schools were maintained, the Superintendent shall compute for the school district two hundred eleven thousand seven hundred dollars (\$211,700).

(e) A school district that continues to satisfy the criteria specified in Section 42283 may use this funding calculation until the local control funding formula grade span adjusted base grant calculated pursuant to subdivision (d) of Section 42238.02 produces state aid equal to the small school funding formula.



Anaheim Discovery Christian School
1275 E. Broadway St.
Anaheim, CA 92805
(714)535-2535

To CIF Southern Section Executive Committee,

In our first year in CIF we gained valuable experience and have implemented a vision for our athletics program. It is our desire that athletics will be a positive force in preparing youth for an enriching and vital role in American life.

Our athletics program is an important and integral part of the total school program and is open to participation by all students regardless of individual differences. Through voluntary participation, the athlete gives time, energy, and loyalty to the program. She/he also accepts the training, rules, regulations, and responsibilities, which are unique to an athletic program.

Throughout the year we entered into a minimum of 1 boys and 1 girls team in at least one sport for each season. We had a total of 7 teams and played in 6 different sports. During fall season we entered both boys and girls into cross country. We also created a boys/girls basketball team, as well as a boys soccer team for winter season. At the start of spring season we created a badminton team, track and field team, and a golf team. In doing so we met CIF requirements as a Freelance School on probation.

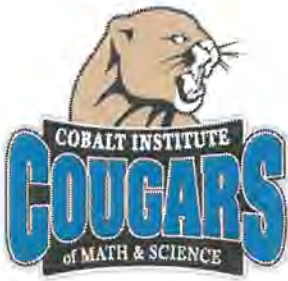
As the sports year began we were able to practice for cross country by using tracks from local Jr. Colleges and also use it for our Track and Field Team. We acquired gym time for Basketball and Badminton by renting a gym at Crescent Baptist Church of Anaheim. Finally, we were also able to practice and play our soccer games at Lincoln Park. We anticipate interest in sports and growth in our school and that growth will more than likely force us to look for new facilities.

The schools experience in the 2015-16 CIF school year has been an amazing experience both for our staff and our students. We learned what it takes to be successful as an Athletic Program and also to lead our student athletes to be successful in sports and life. Overall we were met with many challenges both for our staff and athletes but we overcame these challenges as a family and had fun.

It has been a pleasure working with CIF during our first year. CIF has been very helpful in answering all our question and concerns. We believe that we will continue to grow as a school and become a power house in the coming years. We worked hard to be in compliance with all paper work and deadlines for each student and sport. We look forward to being part of CIF next year and joining a league as we are taken off of probation. Once again thank you for all of your hard work and dedication in answering all our question and concerns.

Sincerely,

Dante Perez
Athletic Director



COBALT INSTITUTE OF MATH & SCIENCE
Academy
Home of the Cougars

Cobalt Institute of Math & Science
14045 Topaz Rd.
Victorville, Ca 92392

April 6, 2016

Attn: Sharon Hodge
Executive Assistant to Rob Wigod
CIF Southern Section
10932 Pine St.
Los Alamitos, CA 90720

To Whom It May Concern:

It has been an exciting opportunity for Cobalt Institute of Math & Science-CIMS, to be a probationary member of CIF! The following is the list of sports we were able to field this year:

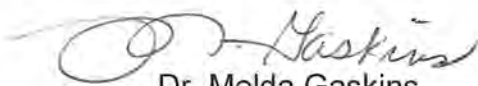
Boys: Cross Country, Basketball, Baseball, and Soccer
Girls: Cross Country, Volleyball, Basketball, Soccer, and Softball

Currently, there have been no changes to the facilities at our school site.

CIMS has had a great year athletically. We are a choice school, and the last two years we haven't been able to offer high school sports. This year being a part of CIF has enabled us to offer sports to our high school students. This has increased our attendance, moral, and school spirit. A great example is our boys' basketball team. Although they were a young team that did exceptionally well against schools with veteran programs. Their determination, and "don't quit" attitude became a rallying cry for the whole school. We experienced the same spirit with all of our other sports teams.

In short, CIMS is greatly appreciative of the opportunity to join CIF. Our hope is that we can graduate as a probationary member and earn a spot as an official member of CIF. If there is any need for further information please contact the school at 760.955.2530.

Respectfully,


Dr. Melda Gaskins
Principal


Brian Scott
Athletic Director

14045 Topaz Rd. Victorville, Ca 92392

Phone (760) 955-2530 Fax (760) 955-2437

Melda Gaskins Ed.D, Principal

Alex Senar, Assistant Principal

"Committed to RESPECT, ACCOUNTABILITY and STUDENT SUCCESS"



May 1, 2016

Hello CIF,

Executive Prep Academy of Finance High School has really enjoyed our first year as a member of the CIF. As a third year school it was a little overwhelming starting our athletic program from the ground up, but with the assistance of the CIF staff we were able to catch on to the process quickly. In 2015-2016 we were only able to field two competitive sports, boys and girls basketball. We have also started to spark interest (intramurals) in other sports such as track & field, cross country, soccer, volleyball, and golf. In 2016-2017 we will have our first graduating class and our enrollment will be our largest thus far. With our returning students as well as our new incoming students we will surely be expanding our athletic programs. We already have potential coaches for all the intramural sports that we had in 2015-2016, and we will be looking to field these sports competitively in 2016-2017.

We will be moving our location from 2506 W. Imperial Hwy, Hawthorne, CA 90250 to our new location 2814 W. Manhattan Beach Blvd. Gardena, CA 90249. We have outgrown our current location and needed a facility that could house all 4 grade levels (9-12). We are really excited about the move. This new location gives us the ability to grow and do so much more to assist our staff and students.

Executive Prep Academy values our membership with CIF. We look forward to expanding our athletic department and building an ongoing relationship with you. Thank you for continuing to assist us in our growth. We look forward to great experiences with the CIF throughout the 2016-2017 school year and in the many more years to come.

Thank you,

Director of Operations

Damon Glymph



JUDSON INTERNATIONAL SCHOOL

Date: April 8, 2016

To: CIF-SS Executive Committee

From: Chuck Fields, AD
Judson International School

RE: Athletic Program 2015/2016

Dear Committee,

Our first year as a probationary member of CIF-SS has been an encouraging, challenging and exciting year for our school. Judson views competitive sports as an enrichment to our students overall educational experience. We believe that competitive sports offer students the opportunity to grow physically and emotionally in a variety of ways that prepare students for their future endeavors after high school.

I believe we had a very successful first year and am looking forward to continuing to grow our sports program as our school grows.

We were able to compete in 5 CIF SS sports with a student body of 52 students as members of the International league:

1. Girl's volleyball team had a record of 4-10
2. We had two boys that ran cross country and entered in 5 sanctioned invitational's and improved on their times over the course of the season.
3. Girls Basketball team had a record of 3-6
4. Boys Basketball team had a record of 3-8
5. Currently we are running track and field with two boys and one girl entered in three invitationals.

We achieved our goal in all areas except baseball. We were diligent about our efforts, but were unable to have a full squad. We have a coach in place anticipating a team for next year.

We are about 50% toward our fundraising goal to purchase vans for transportation. We were very thankful for parent support that drove our students to all events.

We are in the beginning stages of a capital campaign to upgrade our facilities and entering a joint relationship with Frontier Ventures, parent organization on our campus, to build and indoor athletic facility.

We are enthusiastic for the upcoming 2016/2017 year as our school and athletic program continue to grow.

Regards,

A handwritten signature in black ink, appearing to be 'Chuck Fields', with a large, sweeping loop extending to the right.

Chuck Fields, M.Div, CSCS
Vice Principal / Athletic Director / Teacher
Judson Intl. School
chuck.fields@judsonschool.org
626-482-9866



**International
School**
Los Angeles
**Lycée
International**

Burbank, April 29th 2016

Dear Mr. Wigod,

The International school of Los Angeles was able to field 5 teams in the CIF International Leagues:

In the Fall we fielded Girls Volleyball with a record of (7-1) and a Soccer team with a record of (6-1-1). In the Winter we fielded a Boys Basketball team with a record of (5-2) and a Girls Basketball team with a record of (6-2). In the Spring we are fielding a Boys Volleyball team.

In 2015-16 we were members of the International League with Le Lycee, Aveson, Calvary Baptiste, Southwestern, Waverly, Judson international, Southwestern and St Monica.

We also played in the International Soccer league with AGBU Pasadena, Le Lycee, Holy Martyrs, Southwestern, Highland Hall, San Gabriel and Pilibos.

This first year we planned on playing around 10 games per team against other private schools similar in size; and, we proved to be very competitive for a first year competitor.

As a result we only lost one game in Soccer and Girls Volleyball, and we were one of the top 3 teams in Boys and Girls Basketball.

The league feedback has been extremely positive as we elevated the level of the competition.

Facilities:

For 2016/17 our LILA Lions will practice and play their home games at the same locations: the Olive Recreation Center and the Mc Cambridge Recreation Center.

Our Community experience:

As far as our students and coaches are concerned, they had great experiences and were very eager to play against other schools. They demonstrated that they were capable of competing, they represented the school with pride at every game. The excitement reached its pinnacle when we played our "French rival" the Lycee

Campuses
Burbank
Los Feliz
Orange County
Pasadena
West Valley

Corporate Office
Burbank

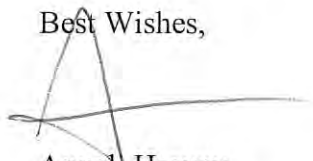
Francais, where hundreds of parents and students attended the soccer, volleyball, and basketball games.

The parents' experience was very positive; they all supported our initiative of moving towards the CIF league.

The International League is a great fit for our school and we plan on becoming a full time member next year in order to compete and offer the opportunity for our school to reach the playoffs.

We are extremely thankful for the opportunity you have given us to participate in the CIF this year and we are looking forward to becoming a full member next year.

Best Wishes,

A handwritten signature in dark ink, appearing to read 'Annel Harvey', with a long horizontal stroke extending to the right.

Annel Harvey
Burbank Campus Director.

PACIFICA CHRISTIAN HIGH SCHOOL- ORANGE COUNTY

CIF-SS Athletic Department Evaluation Document

APRIL 27, 2016

PACIFICA CHRISTIAN HIGH SCHOOL-ORANGE COUNTY
883 West 15th. St. Newport Beach CA, 92663



Attention: CIF Southern Section Executive Committee

It is with great joy and excitement that I write this document, expressing in written form the success and advancements in Pacifica Christian High School-Orange County athletic programs during the 2015-2016 inaugural school year. This document will contain information pertaining to school and athletic department philosophy, number of sports fielded, athletic facility updates, and an overview of student-athlete participation, experience and success.

The Mission Statement of Pacifica Christian High School-Orange County is to teach our students to think and live well. We do this by providing a rigorous, college-preparatory, liberal arts education for students from all backgrounds and neighborhoods.

The Athletics Department philosophy directly compliments Pacifica's goal by adhering to the following four tenets:

Participation: Pacifica offers a "no-cut" policy. Any student and family, who is willing to commit to the team, work hard, and participate in every practice and team event will have a place on their chosen team. Pacifica is a place where all students have the ability and freedom to try new things, be multi-sport athletes, and find validation and success in the competition of their choice.

Competitive & Non-Competitive Success: Simply put, we like to win! Winning is more fun than losing and we value the ability to compete well. We understand we will not win every game, match, or meet, however the pursuit of excellence and winning is very important to the overall development and growth of our Athletic program. If nothing else, at the end of the day, we want our athletes to hold their heads high, knowing they held nothing back. With that said, we also understand that these student-athletes are teenagers and their non-competitive success is just as important. Their academic, social, family, and most importantly, spiritual lives matter. Winning isn't everything and we understand the importance of balance.

Individual Player Development: We believe in creating an environment in which each student-athlete will be challenged to develop his or her mental and moral faculties, alongside his or her physical skills. We want each of our athletes to improve and become a more effective team member. At the same time, we want our athletes to improve individually so they can personally feel the connection between hard work and results. Whether an athlete wants to be successful at the high school or collegiate level, Pacifica is committed to preparing each athlete to achieve their goal.

thinking and living well



Overall Positive Experience: Most importantly, we want the journey to mean more than the outcome. We value the dedication, commitment, and hard work these students put into being student-athletes and therefore strive to create an environment that will have a positive impact on their lives.

These tenets are integral to our success as we move into the 2016-2017 athletics season. Beginning in August, with CIF approval, our previous JV-level programs will compete at the Varsity-level, with the goal of being eligible for CIF post-season competition. The pursuit of excellence in our individual athletic programs is critical for the growth and development of Pacifica Athletics as a whole.

During the 2015-2016 school year, Pacifica Christian offered 9 CIF approved sports, and 2 non-CIF sports as outlined in the chart below.

BOYS ATHLETICS

FALL	WINTER	SPRING
Cross Country	Basketball	Track & Field
Sand Volleyball	Rowing	Volleyball
Rowing		Golf
		Rowing

GIRLS ATHLETICS

FALL	WINTER	SPRING
Cross Country	Basketball	Track & Field
Volleyball	Soccer	Sand Volleyball
Rowing	Rowing	Rowing

Programs in **"bold"** are planned offerings for 2016-2017.

To facilitate Pacifica's growing Athletic Department, we have developed partnerships with the following institutions, as well as made committed steps to enhance our current facilities.

Vanguard University, located 3.6 miles from Pacifica, is home to our Girls Soccer program for all home games and practices.

thinking and living well



Concordia University, located 11.4 miles from Pacifica, is the home practice facility for Pacifica's Boys and Girls Track & Field programs. Practice times are from 3:00-5:30pm daily.

Triton Event Center, Pacifica's home gym, is located on campus and facilitates the needs of our Boys Basketball, Boys Volleyball, and Girls Volleyball programs. A new gym floor, as well as a new shot clock system, gym curtain, and sound system will be put in over the summer months of 2016.

Newport Seabase, located 2.1 miles from Pacifica on Mariners Mile in Newport Beach, CA is the home site for Pacifica's rowing programs. All practices and the annual Freedom Cup are held at this facility.

Huntington Beach Sand Courts, located at Newland & PCH, 3.7 miles from Pacifica, is the home site for Pacifica Christian's Girls Sand and Boys Sand Volleyball programs.

Newport Beach Crossfit, located 0.3 miles from Pacifica, is the home site for all Strength and Conditioning programs for Pacifica student-athletes.

Newport Orthopedic Institute (NOI) is Pacifica's Sports Medicine partner, providing our student-athletes with a game day Athletic Trainer, 24-hour medical assistance, and Impact testing for all our student-athletes.

Pacifica owns and operates two 12 passenger vans to facilitate the transportation needs of the Athletic Department. The school is also seeking to buy a third 12 passenger van this summer to help the growing transportation needs of the Athletic Department.

During the 2015-2016 school year. Pacifica employed a coaching staff of 13, three of those being on-campus coaches. Pacifica also employs a full-time Athletic Director, dedicated to the growth and development of Pacifica Athletics, a part-time Athletic Trainer, and will be hiring a Part-Time Assistant Athletic Director for the 2016-2017 school year.

At Pacifica, 90% of the student body participated in at least one sport during the 2015-2016 school year. Of those student-athletes, 77% were two sport athletes and 33% were three sport athletes. Additionally, 22% of the student body is involved with weekly FCA (Fellowship of Christian Athletes) meetings on campus and 18% of the student body is involved with PAC (Pacifica Athletic Committee).



"PAC is a student run organization dedicated to supporting, encouraging, and advancing Pacifica Christian Athletics and its related activities; thereby cultivating wholesome school spirit, promoting good sportsmanship, and developing character and high ideals. "

Pacifica and PAC unveiled the official student section and logo during the Winter Sports season in front of a crowd of over 250 people. This week will forever be called "Wedge Week" and will be an annual tradition of school spirit.



What is the "The Wedge"?

The Wedge, an iconic symbol of Newport Beach, is a beach break located at the extreme east end of the Balboa Peninsula. A hot spot for powerful surf, known for its large wedge-shaped waves and powerful swells, The Wedge can produce waves up to 30 feet high, with a force ten times stronger than that of a typical wave. Waves formed at The Wedge occur very rapidly and in a very unpredictable and unstable pattern, so that no two are ever alike and the exact breaking point is difficult to predict, even for the most experienced individual. Taking these qualities of strength, unpredictability, and domination into account, Pacifica's student body chose The Wedge as the ideal name for the Student Section which supports all Pacifica Christian Athletics.

What is a Student Section? Simply put, a Student Section is a group of students cheering on their fellow classmates to victory. But there is nothing simple about the impact an outstanding Student Section can have on the outcome of an athletic event. With their voices and their cheers, a Student Section entertains and encourages the athletes and their fans while simultaneously intimidating the opposition. They are loud. They are passionate. They are wild. They infuse energy onto the playing field, firing up the team and giving them the boost of energy they need to play their best. In short, they create a formidable home field advantage.

thinking and living well



Thank you for your time and consideration for Pacifica Christian's full eligibility into the CIF-SS for the 2016-2017 school year. If you have any further questions please do not hesitate to contact us at the information provided below.

Thank You

Brandon Gonzalez MA, RAA
Director of Athletics
Pacifica Christian High School-Orange County
(949) 887-2070 Ext: 7
bgonzalez@pacificaoc.org

thinking and living well

To whom it may concern:

Our inaugural season was challenging, but it was a step toward where we want to be. Our goals for the 2015-2016 season were simple: 1) Introduce athletics to high school students and fill at list one sport for every season- girls and boys 2) Teach students life skills through athletics 3) Involve as many students and faculty as possible 4) Find practice facilities 5) Create a full schedule for our teams 6) Create a sense of spirit and pride for our students and school.

As a coach and a formal athlete I will always like to see more and better, but looking back I can say that we have met most of our goals and we are taking the steps to get where we want to be.

Pep rallies, marketing, and implementing the sense of pride in the school helped gain the attention of many students. Our opening sport in the fall was Cross Country in which a math teacher, Mrs. Smith, became the coach. Our teams were composed of 7 girls and 9 boys that proudly represented River Springs Temecula. We were fortunate that the athletic community helped us and thanks to many we were able to participate in the Victory League meets. One of our boys got an all-league award and one of our girls advanced to CIF prelims.

In the winter we were able to open up a girl's and a boy's basketball teams. Facilities were a challenge, but we managed to rent an indoor basketball court for a couple days a week during the season. I know this is not ideal for CIF level of playing, but we managed to condition at the campus 2 days a week and practice team schemes at the rental facility the other 2 days. We to fill our schedules with a total of about 15 games for each team – all games were play away. Our girl's team was composed of 9 very proud young ladies and were able to capture the first ever win for a team sport at Temecula River Springs. The girl's team won a total of 3 games and our boy's team did not win a game, but some of those games were very competitive. None of the 10 boy athletes quit and 8 are ready to come back, most of them will be sophomores. The boys feel very proud to be able to represent River Springs. It was a great opportunity to be able to teach them resiliency.

In the spring season, our Track and Field teams are competing as an invited team in the West Valley league. The teams are composed of 9 girls and 10 boys. We are hoping to have 2 athletes, one a senior gentleman and one a freshman lady, to qualify to the masters meet.

Our athletes represent about 25% of our campus, not including the participation of internship students that were involved with film, photography, ASB, and yearbook.

With our budget and the teams fundraising, we were able to purchase quality uniforms for every athlete and every coach, award ceremonies, awards, letters, T-shirts, and promotional and marketing items.

We made sure we had all of the athletic packets complete with physicals. I kept the rosters and schedules updated in the CIFSS website and took care of all of the transfers.

My area of growth needs to focus on the updating of the scores and stats, then transferring this information to Max Preps. We have hired an office clerk that will help with many tasks for CIF. The year is not over and I am trying to make an impact on our last sport, Track and Field and transfer as much data as I can to the CIFSS website.

Our goals for 2016-2017 season are

- To keep the same sports; Cross Country, Basketball, and Track and Field.
- Add girls' volleyball for the fall and co-ed soccer for the winter.
- To have a growth of 20% participation in athletics.
- Keep teaching life skills for life.

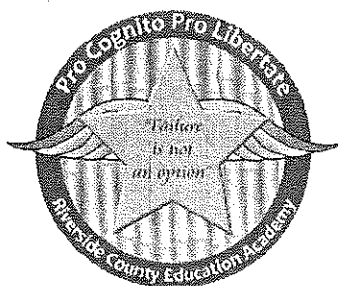
The Warrior League has opened the door to us for the upcoming season with the condition that CIF gives us clearance of the probation year. We have already secured and reserved an official indoor volleyball court for practice and about 7 home games. For basketball we are able to rent the same facilities as last season and we are working with other local high schools to get some gym time for hosting about 10 home games (We have secured 7 dates as of now). We have secured a facility right next to our campus for practices for our new co-ed soccer team.

We will keep promoting to hopefully increase volunteer participation and student internship to help on the bench and assist to have better stats and scores and pass this information to our office clerk to update the CIFSS website and Max Prep.

We are know that eventually we will have to have our own facilities with a weight room and better equipment. We also understand that we do not have any sports medicine program or trainer program. The leadership team is having ongoing meetings for the planning of the future of our athletic program and the needs are constantly been addressed to continue finding solutions to better our program.

We at River Springs would like to thank CIF for the opportunity and the constant support in our quest to introduce the values of dependability, loyalty, pride, hard work, and integrity to our young students and the future of our community.

Dax McGregor
Athletic Coordinator
951.488.8601



**RIVERSIDE COUNTY
EDUCATION ACADEMY**
Military Charter High School

April 29, 2016

To Whom It May Concern:

I would like to submit the progress of Riverside County Education Academy's first year in competing in CIF sports. Sports are an intricate part of our school culture and we noticed the immediate impact in attendance rates and the number of students who were eligible to play sports at the site. We have a very successful relationship with the Moreno Valley Park and Recreation who has accommodated all of our needs for fields for athletic contest and practices. This season we offered the following sports:

RCEA Moreno Valley
13730 Perris Boulevard
Moreno Valley
California 92553

Fall
Winter
Spring

Football (8 man)
Basketball (B/G)
Softball

Volleyball
Soccer (B/G)
Baseball

RCEA Indio
44-801 Golf Center Parkway
Indio
California 92201

In the fall season, we had a successful campaign in both sports. Our teams competed in the Warrior League. Our volleyball team played primarily in league contest but we did compete in a tournament and two non-league contest. Our team enjoyed the season. Our football team played 8 regular season games and we were very competitive in league play.

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In the winter season, boys and girls basketball were successful with league and non-league contest. Our teams were competitive and the kids did a good job representing our school. In soccer, the Warrior league does not have soccer. We had a difficult time finding games for the boys and they ended up playing one game and the girls played three games. Our coaches did a great job training our student athletes while teaching fundamentals

In the spring season, we have baseball and softball. We currently play league and non-league contests. Our teams are learning and we are fortunate to have coaches who teach fundamentals and are patient with our kids.

In summation, this has been a successful endeavor for our school. We have implemented systems to hire and train our coaches to ensure safety while laying out a foundation of teams who compete yet understand their character is more important than winning. I would like the committee to grant RCEA a membership upgrade with CIF so our kids could look forward to competing and earning playoff spots. Sports have been such a positive influence with our kids in the classroom and our school culture as a whole. We appreciate your consideration in this matter and taking the time to read our letter

Respectfully submitted,


Santos Campos
Principal / Athletic Director

Rob Wigod

Subject: FW: Fwd: Wording for RHL proposal to CIF Council

Randy,

I appreciate your understanding of the situation, thank you for that.

I need to review this with the Executive Committee to make sure they are good with the Q and A as written.

We are actually meeting this weekend, but I don't have it on the agenda because I wasn't sure where we were on it yet.

Now that we seem to have settled on something that can work for all of us, I would like to take this up with the Executive Committee at our April 5 meeting and make sure they are on board. If so, I can certainly include it in the April 6 Council Meeting after that and make sure the Council is informed at that time.

Does that work for you and the Rio Hondo League? Let me know and we can proceed from there.

Thanks again for all of your help and support and I will look forward to hearing back from you soon.

All the best,

Rob

Question: What happens when a student engages in Fighting/Assaultive Behavior during an athletic contest that is not observed by game officials?

Answer: In cases when a student engages in Fighting/Assaultive Behavior that is not observed by game officials, it is the expectation of the CIF Southern Section Executive Committee that the building principal of the school involved will impose a minimum one-game suspension on students who commit such offenses.

The RHL wonders about adding one more Q/A:

Question: Can the Commissioner become involved in a resolution, if an offending student's school does not acknowledge the severity of the incident, or does not impose the expected suspension?

Answer: Yes - if the school principals involved are not able to agree on severity or expected consequence, and verifiable evidence of the incident exists, the Commissioner shall have the authority to review the incident and the evidence, determine its severity, and if warranted, require the expected suspension.

- 510.1 This rule applies equally to any actions by any person or persons to enroll a student who is a graduate of the eighth or ninth grade of a junior high school in any member high school other than the public high school in the attendance area in which the student's parents or legal guardian reside.
- 510.2 The objective of the recruiting rule is to assure that the student athlete is making a free and unpressured choice of his or her high school. It would therefore even preclude any effort on the part of a friend or representative of the public high school in the attendance area in which the student's parents reside, from attempting to secure the student's enrollment at that school.

Guidelines to Understanding Bylaw 510 - Undue Influence

Situation	Do's	Don'ts
Open Houses at high schools	<ul style="list-style-type: none"> - General Open House: Academics, Student Life, etc. - Athletics can be one component of the total school program at a school-wide Open House - Current high school students may participate in the Open House 	<ul style="list-style-type: none"> - Sport specific Open House - Athletics only Open House - Invitation only "Open House"
Direct contact with Middle School students: phone, email, letters, etc.	<ul style="list-style-type: none"> - Contact after they are finished with middle school 	<ul style="list-style-type: none"> - Coaches cannot contact middle school students
Visitations to middle schools by high school staff	<ul style="list-style-type: none"> - Athletic Directors and Administrators - Discuss the entire athletic Program - Current high school students may participate in the visitation 	<ul style="list-style-type: none"> - Coaches cannot visit middle schools - Parents/Alumni cannot be involved
How to hold camps for under high school age students	<ul style="list-style-type: none"> - Can be run by high school coaches - Have school name, nickname, school contact information, etc. - Coaches must get facilities use and insurance coverage separate from their position as a high school coach 	<ul style="list-style-type: none"> - Have camps for under high school age students that practice or play games with the high school program
How to advertise your athletic programs	<ul style="list-style-type: none"> - School website - Flyers distributed by Athletic Directors to Main Office of feeder middle schools 	<ul style="list-style-type: none"> - Direct email, phone calls, letters, etc., to students not currently attending your school - Newspaper, website, billboards, etc. that emphasize the athletic programs instead of the total school programs
Shadowing	<ul style="list-style-type: none"> - Randomly place students who are shadowing at a high school 	<ul style="list-style-type: none"> - Place students who are shadowing at a high school with a specific student at that school identified for their athletic experience
"Pop Warner Nights", etc. (Students are given free admission to high school sporting events if they wear their jerseys; students are recognized in pre-game and/or halftime ceremonies, etc.)	<ul style="list-style-type: none"> - Invite the entire student body of a feeder middle school, or schools, and host a Middle School Night at a high school sporting event. 	<ul style="list-style-type: none"> - Host "Pop Warner Nights" because the invitations are specifically directed to potential athletes, who are being given benefits and recognition not available to other potential high school students because of their participation in a youth athletic organization
Attendance at Pop Warner, NJB, AYSO, etc. games by high school coaches	<ul style="list-style-type: none"> - Attend as a spectator, not as a representative of your high school promoting your athletic program(s) 	<ul style="list-style-type: none"> - Athletic Directors and high school coaches should not make contact with under high school age students and parents
High School staff members coaching under high school age students on club teams, youth teams, etc.	<ul style="list-style-type: none"> - Coach under high school age students 	<ul style="list-style-type: none"> - Be connected to the high school program in any way
Parents of prospective students; incoming 9 th graders or potential transfer students, contacting a high school coach to get information on the school's sports program and/or information on how to transfer schools	<ul style="list-style-type: none"> - Refer all parents to the school administration: athletic director, assistant principal of athletics, etc for information on specific sports programs and/or transfer information 	<ul style="list-style-type: none"> - Speak directly with parents, or meet parents of students who are not currently attending your school, without the involvement and participation of your school administration

QUESTION: What are the guidelines for advertising your school and its programs?

ANSWER: If a school chooses to publicly advertise their offerings, advertisements (i.e.: TV, newspaper, billboard etc.) should emphasize a total school environment (academics, student life, co-curricular activities). Advertisements should not have their primary emphasis on athletic programs.

Here are suggested changes to Rule 510:

- 3 1) Varsity Head Coaches be permitted to RETURN any admissions inquiry contacts or calls from prospective parents so that they are able to explain the TRUE FACTS pertaining to their own programs, admissions requirements, Financial Aid applications, etc. so as to NOT allow the rumor mill, urban legend, internet blogs or chat rooms or social media to "rule the day". No 5
- 8 2) Schools be permitted to promote their athletic programs and sports camps (with NO perceived or explicit undue influence offers of reduced/free tuition, promotional material, etc.) through group e-mail, social media, internet websites or traditional media outlets. yes 0
- 0 3) Schools be permitted to invite youth sport organization GROUPS to attend the high school's home games or tournaments as long as those invitations are NOT directed at ANY individual student and DO NOT include ANY of the aforementioned Undue Influence "attendance inducements." NO 8
- 0 4) Prospective students be permitted to "shadow" a requested specific student or a student-involved in their specific sport of interest as long as that "shadow day" experience takes place under the stated administrative guidelines of that particular school's Shadow Program policies and procedures. NO 8
- 5 5) Prospective students be permitted to speak with the Head Coach while on campus for their "Shadow Day" as long as the discussion does NOT include ANY of the acts, gestures or communications mentioned previously which would constitute an act of Undue Influence. yes 3
- 8 6) High Schools be permitted to conduct 2 Athletic Department Open Houses (one in the Fall and one in the Spring) for prospective Elementary & Junior High School students (NO students currently enrolled in other high schools are permitted to attend), separate from their current All School Open Houses, under the direction and supervision of the school's administration and with the adherence to the No Undue Influence act, gesture or communication proviso. yes 0