

Meeting of the Executive Committee

May 9, 2018 1:00 p.m.

The Boathouse On The Bay Long Beach, California

Agenda

<u>1.</u>	OPENING BUSINESS	DISPOSITION	ITEM
	A. Call to order by Carter Paysinger, 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 March 20, 2018 Executive Committee Meeting	Action	1F1

2. PUBLIC COMMENT

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

3. ACTION ITEMS

A. STATE FEDERATED COUNCIL ACTION ITEMS

There are no State Federated Council Action Items at this time.

B. SOUTHERN SECTION ACTION ITEMS

There are no Southern Section Action Items at this time.

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

	1. Proposed Bylaw Revisions 211 and 303 – Continuation School	Non-Action	STATE 568
B.	SOUTHERN SECTION NON-ACTION ITEMS		
	 Proposed Bylaw Revision 3320.6 – Wrestling Divisions 	Non-Action	SS 578
<u>5. NI</u>	EW BUSINESS		
A.	Northwood High School Appeal - Football Contest Contract	Action	5A1
В.	Consideration of the Following Schools for Membership for the 2018-2019 School Year		
	Academy of Sports Science Presented by Jeff Jordan	Action	5B1
	Gorman Learning Charter Presented by Todd Arrowsmith	Action	5B2
	3. Harkham-GAON Academy Presented by Dick Billingsley	Action	5B3
	4. Los Angeles Adventist Presented by Terry Barnum	Action	5B4
	5. PAL Charter Academy Presented by John Norman	Action	5B5
	6. Riverside County Office of Education Indio Presented by Mike West	Action	5B6
	7. Sage Oak Charter Presented by Mark Edgemon	Action	5B7
	8. South Hills Academy Presented by Sandy Gahring	Action	5B8
	9. St. Jeanne de Lestonnac Presented by Dave Reid	Action	5B9

5. NEW BUSINESS (Cont.)

C. Membership Status of New Schools Admitted in 2017-2018

1.	Baypoint Prep Academy –	Action	5C1
2.	Beacon Hill Classical -	Action	5C2
3.	Geffen Academy –	Action	5C3
4.	Ochoa Prep Academy –	Action	5C4
5.	Orion International Academy -	Action	5C5
6.	River Springs Magnolia -	Action	5C6
7.	Summit Leadership Academy -	Action	5C7
8.	USC College Prep -	Action	5C8
D. Fi	nancial Report		Mitch Carty
E. Co	ommunications Report		Thom Simmons
F. Ma	arketing Report		Jackie Gibson

6. CLOSED SESSION

A. Public Employee Evaluation of Performance – (Government Code 54957):

1. Commissioner's Evaluation

7. REPORT OF ACTION(S) TAKEN IN CLOSED SESSION

8. REPORTS

A. President's Report Carter Paysinger B. Treasurer's Report Jeff Jordan C. Commissioner's Report Rob Wigod

D. Executive Committee Member Reports

9. ADVANCE PLANNING

A. DATES

- 1. June 19, 2018 Champions for Character Golf Tournament, Rio Hondo Golf Club, Downey, California
- 2. August 16, 2018 Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California 1:00 p.m.
- 3. September 24, 2018 Champions for Character Award Dinner, The Grand, Long Beach, California, 6:00 p.m.
- 4. September 27, 2018 Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, California, 1:00 p.m.
- 5. October 2, 2018 CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.

B.	SUGGESTED AGENDA ITEMS
	1
	2
	3
<u>10. AI</u>	DJOURNMENT

A. Time of Adjournment



Meeting of the Executive Committee

March 20, 2018 1:00 p.m.

CIF Southern Section Office Los Alamitos, California

Minutes

1. OPENING BUSINESS

DISPOSITION

ITEM

A. Call to Order by Carter Paysinger, President of the Council

The meeting was called to order at 1:05 p.m.

- B. Pledge of Allegiance
- C. Roll Call
- D. Introduction of Guests

There were no guests present.

E. Adopt Agenda

Adopted 20-0-0

There was a motion and a second to approve the agenda. Motion carried 20-0-0.

F. Approval of Minutes

Approved 20-0-0

There was a motion and a second to approve the minutes of the January 13, 2018, Executive Committee meeting. The motion carried 20-0-0.

2. PUBLIC COMMENT

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

There was no one present to address the Executive Committee.

3. ACTION ITEMS

A. STATE FEDERATED COUNCIL ACTION ITEMS

1. Proposed 2018-19 State Budget -

Approved 20-0-0 STATE 562

Monica Colunga reviewed the proposal. There are changes in marketing and a 2% COLA adjustment for staff. There has been an increase in both income and expenses. There was a motion and a second to approve the proposal. There being no discussion, the motion carried 20-0-0.

2. CIF President-Elect and Executive Committee Nominations Approved 19-0-1 STATE 563

Carter Paysinger reviewed the nominees. Traditionally we vote in support of the candidate from our section and uninstructed for all others. There was a motion and a second to approve the proposal. There being no discussion, the motion carried 19-0-1.

3. Proposed Bylaw 208.A(4) -

Approved 20-0-0 STATE 564

Foreign Exchange Programs Host Family

Monica Colunga reviewed the proposal. Limited eligibility for foreign students who are living with a host family from the school they attend. There was a motion and a second to approve the proposal. Loren Kleinrock asked if it is possible for a student who was under a foreign exchange program to stay after he is off the program. Rob Wigod reminded that in the second year, they would have full eligibility, as it is now. Chris Calderwood clarified that the only difference is they would have limited eligibility when living with a coach or anyone at the school of attendance. The motion carried 20-0-0.

4. Proposed Bylaw Revision 504.M – Day of Respite

Approved 20-0-0 STATE 565

Monica Colunga reviewed the proposal. This would allow the 24-hour period of respite from sundown Friday to sundown on Saturday. There was a motion and a second to approve the proposal. There being no discussion, the motion carried 20-0-0.

5. Proposed Bylaw 502 – Competition vs. Non-CIF Member School

Approved 20-0-0 STATE 566

Monica Colunga reviewed the proposal. This qualifies which schools our membership can and cannot compete against. There was a motion and a second to approve the proposal. Dave Reid asked what is the process for tournaments out of state? Rob Wigod answered that if a tournament is inviting teams from multiple states, the CIF State Office approves those tournaments. Loren Kleinrock asked if this is applicable to all schools in the same tournament. Rob Wigod answered that states can invite whomever they like and put them in other brackets, but we would not be able to play the team not in good standing with their state association and the CIF State Office would probably not approve those tournaments. Jim Perry stated that tournament directors are good at changing things around, so our schools are able to participate with the properly sanctioned schools. Terry Barnum asked what is the penalty for playing such a team? Rob Wigod answered that it is looked at case by case but it would be a forfeit. This is for the 2019-2020 school year. The motion carried 20-0-0.

3. ACTION ITEMS (Cont.)

A. STATE FEDERATED COUNCIL ACTION ITEMS (Cont.)

6. Proposed Bylaw 2001.B Revisions – Football Full Contact Allowance

Approved 21-0-0 STATE 567

Monica Colunga reviewed the proposal reducing the total minutes of full contact from 180 minutes per week, 45 minutes maximum per day, two days a week, to 90 minutes per week, 45 minutes maximum per day, two days a week. There was a motion and a second to approve the proposal. Loren Kleinrock asked if there is any research on the quantity of injuries in relation to reduced full contact time. Mike West stated that yes, there is a reduction in injuries. There is a concern that correct techniques cannot be taught with reduced time, however, more and more schools are going to less full contact time anyway and it is reducing concussions. Chris Calderwood asked Glenn Martinez if the Football Advisory Committee was behind this proposal and Glenn Martinez responded that they are aware, and they do not believe the schools reach 90 minutes a day now. The motion carried 21-0-0.

7. Proposed Bylaw Revision 201.A.4

Approved 19-2-0 STATE 575

Monica Colunga reviewed the proposal which would allow schools to meet with 8th grade students after May 1 for the new school year, if they have registered for classes at the school or paid registration fees at a private school. There was a motion and a second to approve the proposal. Terry Barnum asked why the non-refundable fee for private schools is written into this Bylaw. Rob Wigod recognized that there has been no further discussion on regarding this concern and Jim Perry added that this was not an issue from any other section. The motion carried 19-2-0.

8. Proposed Bylaw 207.B(5).c(viii).e Move – Return to Previous School

Approved 21-0-0 STATE 576

Monica Colunga reviewed the proposal which cleans up the language and moves it from Hardship to the proper area of the Constitution under CIF Bylaw 207. There was a motion and a second to approve the proposal. Mark Edgemon asked for an explanation of the proposal. Monica Colunga ran through the scenario again. The motion carried 21-0-0.

B. SOUTHERN SECTION ACTION ITEMS

1. Proposed 2018-19 Southern Section Budget

Approved 21-0-0 S

SS 569

Carter Paysinger reviewed the proposal. A balanced budget was presented with no price increases in fees, tickets, or splits and there is a 2% COLA for staff. There was a motion and a second to approve the proposal. There being no discussion, the motion carried 21-0-0.

2. CIF Southern Section President-Elect Nominations

Forwarded 20-0-1

SS 577

Carter Paysinger reviewed the nominations and introduced that they were Mike West and Nancy Kelly. There was a motion and a second to forward the names to the Soutyhern Section Council. There being no discussion, the motion carried 20-0-1.

3. ACTION ITEMS (Cont.)

B. SOUTHERN SECTION ACTION ITEMS (Cont.)

3. Proposed Revision to Bylaw 23.1(j) & 24.2 – New Member School Application Due Date

Approved 21-0-0

SS 570

Carter Paysinger reviewed the proposal. This moves the new member school application due date from May 1 to April 1 to give more the office more time to review the applications. There was a motion and a second to approve the proposal. There being no discussion, the motion carried 21-0-0.

4. Proposed Revision to Bylaw 70.8 –

Approved 20-0-1

SS 571

Number of Executive Committee Meetings

Carter Paysinger reviewed the proposal. This reduces the number of Executive Committee meetings from six to five. When there was the reduction in Council Meetings from four to three, there is no need for a sixth Executive Committee Meeting. There was a motion and a second to approve the proposal. There being no discussion, the motion carried 20-0-1.

5. Proposed Revision to Bylaw 2003.3 -

Approved 21-0-0

SS 572

Use of Full Pads on First Day of Practice

Carter Paysinger reviewed the proposal. This allows student-athletes to wear full pads on the first day of football practice if they have had three days of conditioning prior to practice. There was a motion and a second to approve the proposal. Jim Perry asked if this came from the Football Advisory Committee and was it due to the change in sports calendar. Glenn Martinez stated that is was and it was to give them back some time since they were cut a week in the front and the back of the season. It is a school's choice to do this and gives them flexibility in their schedule. The motion carried 21-0-0.

6. Proposed Revision to Bylaw 2021.3 and all sports sections F

Failed 2-19-0

SS 573

Carter Paysinger reviewed the proposal. This is to change the dead period language to not require the three weeks be consecutive weeks. There was a motion and a second to approve the proposal. Dave Reid shared that their league representatives unanimously voted against this proposal as it does not allow for a break for families. They are working on an alternative. Chris Calderwood indicated that the language does not say weeks so can schools do two days, four days, etc. Monica Colunga stated that this proposal came from her league and they are still in support of it. Everyone has a different schedule and it requires administrative oversight. This is about local control and flexibility, so the multiple sports athletes can have some time off. Jim Perry asked how does this help the multi-sport athlete? Monica Colunga answered that you can work to keep everyone on dead period at the same time. Jim Perry added that this tells families you only get seven days in a row for vacation instead of 21 days. Chris Calderwood stated this is going back to the old way where everyone is off for the same three weeks instead of sports picking their dead period. The motion failed 2-19-0.

3. ACTION ITEMS (Cont.)

B. SOUTHERN SECTION ACTION ITEMS (Cont.)

7. Proposed Revision to Bylaw 3303 – Water Polo Host Teams Action

SS 574

Carter Paysinger reviewed the proposal. Division 1 only, higher seed would be the home team for all playoff games. There was a motion and a second to approve the proposal. Dave Reid stated you can't make a rule for one part of one sport. Terry Barnum stated that water polo is already different. Is it Open or Division 1? This would be a safe way to experiment with change. Carter Paysinger asked, would league champions be upset if they were on the road? Terry Barnum replied that this affects the same 8 schools anyway. Dick Billingsley asked, are we setting a precedent for all the other teams? This is how the State Tournament determines home sites. The motion failed 1-19-0.

4. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

1. Proposed Bylaw Revisions 211 and 303 – Continuation School

Non-Action

STATE 568

Monica Colunga reviewed the proposal. This was pulled from an action item and will probably be a non-action item for the next meeting as there are several questions that need to be clarified regarding continuation schools.

B. SOUTHERN SECTION NON-ACTION ITEMS

 Proposed Bylaw Revision 3320.6 – Wrestling Divisions Non-Action

SS 578

Carter Paysinger reviewed the proposal. This is for Dual Meet Wrestling Championships and the ability to create divisions every two years using Masters Meet results over a four-year period. Glenn Martinez stated that this changing from geography back to competitive equity. With losing two leagues in the north, the formula for Individual Wrestling being applied to dual wrestling makes more sense than geography. Chris Calderwood asked what percentage of dual meet teams qualify for playoffs and choose not to compete and Glenn Martinez answered 25%, as they want to focus on the individuals. Terry Barnum voiced a concern about how this proposal might affect the sports of swimming and track and field? Rob Wigod explained that when competitive equity came about, those sports were not involved, including wrestling, and that competitive equity is now explained in the Blue Book bylaws. The process for Wrestling Championships is in the Blue Book as well and must go through the same procedure as the competitive equity model did. This is bringing wrestling from geography to the competitive equity model as swimming is already a competitive equity model.

5. NEW BUSINESS

A. Financial Report

Mitch Carty

Mitch Carty handed out a packet of information that can be found at the end of the minutes. Jim Perry asked if boys and girls volleyball are combined in the presented materials and Mitch Carty answered yes, as are boys and girls water polo, boys and girls golf, etc.

1F1

5. NEW BUSINESS (Cont.)

B. Communications Report

Thom Simmons handed out a packet of information that can be found at the end of the minutes. Highlights were made regarding our social media numbers and the re-signing of Ford and FoxSports. Mark Edgemon asked if we can charge more money to sponsors with the high social media numbers. Thom Simmons answered that yes, we can because we are able to show that the more eyes on anything, the more a sponsor wants to be involved and are willing to pay for it. Mike West asked about what is being done regarding YouTube videos and Thom Simmons explained his process of finding those that are breaking our copyright agreements. This has become a new

C. Marketing Report

line item in the budget.

Jackie Gibson

Jackie Gibson handed out a packet of information that can be found at the end of the minutes. Highlights from the packet were our geofilters for Snapchat. Jackie Gibson the discussed programs, the great deal of work to get five programs out his past Winter, and that the boys and girls soccer programs are now two programs instead of one. Programs are getting more views as a digital product then they did in hard copy. Thom Simmons pointed out how much money was saved moving between the systems from last year and this year. The Street Team went to the Orange County Women in Sports Conference and they were very well received.

Carter Paysinger called for a 10 minute break and then the Executive Committee went into Closed Session at 2:45 p.m.

6. CLOSED SESSION

- A. Public Employee Evaluation of Performance (Government Code 54957):
 - 1. Commissioner's Evaluation Process

7. REPORT OF ACTION(S) TAKEN IN CLOSED SESSION

Carter Paysinger called the meeting back to order from closed session 3:20 p.m. There was no action taken in Closed Session.

8. REPORTS

A. President's Report

Carter Paysinger

The Athletic Trainers Committee has made much progress. They are in phase one of a three phrase process which is starting out with sending letters to Superintendents regarding the importance of full-time certified athletic trainers on campuses. Then, a letter to Athletic Directors and Principals, and finally a letter to parent associations. Letters have been cleared by Rob Wigod. Phase two is to work with the Chargers and Rams on public service announcements. Phase three is to make ourselves available to talk to all these groups to answer questions and help with how to finance this position. Glenn Martinez and Rob Wigod have been great with helping with this project and we have merged the two athletic trainer committees into one. Mike West stated that the Sports Medicine Advisory Committee is preparing a statement to come out at the beginning of next year endorsing the need for full-time athletic trainers on high school campuses. We need to look at spending more time educating Principals. Finally, it was great going to all of the championship events and commended the work of the office staff, it is unbelievable, and the job you do is fantastic.

Thom Simmons

B. Treasurer's Report

Dr. Jeff Jordan

Mitch Carty reviewed the Profit/Loss Statement of the current year to date. Sports fees are up because of the addition of Cheer. Broadcast rights are up and Thom Simmons has done a great job. Playoff revenue shares returned to schools is \$518,000 to date. There are several expenses that need to be looked at, the repaving of parking lot and adding more spaces, new roofing, and air conditioning repairs all of which amount to about \$100,000.

C. Commissioner's Report

Rob Wigod

We have just finished our busiest time of year and I thank you for being out there supporting us and our schools. We are getting ready for last Council meeting of the year on Thursday. Invitations for the Alumni Luncheon on April 13th have been sent out. Planning is already underway for next year, including Eligibility Workshops, calendar, the Athletic Administrator Summit, Cheer Championships. Thanks to the staff and all for your support.

D. Executive Committee Member Reports

President-Elect, Monica Colunga – Thanks to the staff for your work on the organization's goals as it is a team effort. Jeff Jordan is now Dr. Jeff Jordan.

Treasurer, Dr. Jeff Jordan – Thank you Rob Wigod for your leadership and your team. The organization's goals are very impressive. Rob understands he does not do this by himself. Love the #PackTheHouse initiative. Our district has taken a different look at the active shooter approach not only on campus but the district office, daycare, Friday night football game. What do we do.

CAPSO Representative, Terry Barnum – Thank you to Rob Wigod and the staff. With the change in calendar, we are rethinking the way we run basketball and soccer together.

Coast Area Representative, Paula Hart Rodas – Thank you Rob Wigod and staff for being an example for all of us. Thank you, Sandy Gahring for inviting me to speak at the Women in Sports Conference. A wonderful experience and great feedback from the kids and having pictures taken with me. I commend Carter Paysinger for his stand on athletic trainers as it helped us finally get AEDs on our campus. Today in our third period class the teachers gave a 7-minute lesson regarding safety and our students did an outstanding job with the walk out.

Boys Athletic Director Representative, Chris Calderwood – Paula Hart Rodas did a fabulous job at the Women in Sports Conference.

CAPHERD Representative, Jim Perry – Thank you to the staff for everything you do. I have been working in Montana with a baseball association as they do not have high school baseball because of weather. Our district did the walk up instead of walk out to help those in need at school. Got to help the kids that need the help.

CSADA Representative, Sandy Gahring – Our soccer team was in the championships for the first time ever. One school talked about how the atmosphere has changed with students making the playoffs, taking pride in their school and wearing their school gear.

Citrus Belt Area Representative, Mike West – AB 3110 regarding licensing of athletic trainers and is moving through. Please support it. AB 2009 will mandate AEDs at all schools and available at all times, not locked away where you cannot get to them.

CSADA Representative, Mark Edgemon – Gave last shout out for the CSADA Conference in April. The banquet video shows interviews with most of the past presidents. Upland Christian Academy bought a Pixellot camera and are excited to do live feed events.

Northern Area Representative, Dick Billingsley – This staff is fantastic. The greatest minds in high school athletics are in this room.

Assistant Commissioner, Mike Middlebrook – Carter Paysinger, thank you for coming to Soccer Championships and to Sandy Gahring for coming out as well. Thanks to Glenn Martinez for working the Soccer Championships.

8. REPORTS (Cont.)

D. Executive Committee Member Reports (Cont.)

Assistant Commissioner, Glenn Martinez – Enjoyed the time at the Soccer Championships.

Assistant Commissioner, Thom Simmons – I will be in Chicago in July for the NFHS Conference giving a talk on social media.

Assistant Commissioner, Rainer Wulf – We wrapped up basketball and were in some new venues that worked out well. Thank you to those of you that came out. We had the greatest crowds at APU. The semis at CBU started a relationship with them and it is a great facility. Thank you to my assistant, Kristine Trost, who deserves a lot of credit for the day to day efforts she puts in.

Marketing Manager, Jackie Gibson – Thank you for your support. If ever you are in need of anything or want the Street Team to come out to an event, please let us know.

Chief Financial Officer, Mitch Carty – Erin Courtemarche and Lisa McInerney are great and I could not do what I do it without them.

Mt. SAC Area Representative, Paul Lopez – Thank you to Rob Wigod for being a great leader and to your great team. We are making an impact on a national level. School safety is a hot topic and our students did not want to miss class. Our district had our event during an assembly. There are more students being 5150'd and we need to find a way to reach out to them.

Activities Director Representative, Todd Arrowhead – We are preaching to walk up and reach out to the students in need, those being bullied, alone, and reach out to them. The CADA Conference he recently attended had 2,500 attendees. Debi Weiss is now President of CADA and she did a great job. Rob Wigod has agreed to bring back the Activities Directors Committee for the 2018-19 school year and I am looking forward to that.

Foothill Area Representative, Loren Kleinrock – Thank you to the staff. Thank you to our elected board.

Girls' Athletic Director Representative, Jill Matyuch – I am on the Orange County Women in Sports Committee and the Street Team coming out was a huge hit.

CSADA Representative, David Reid – Our district had a walk out and the reports back were that there were no problems. I was impressed with what the students were saying. We were treated very well at the semifinals at CBU, from the moment we arrived.

Parchial Area Representative, Rita Dever – Thanks to the staff. They are all patient, knowledgeable, and helpful.

Executive Assistant, Sharon Hodge – Reported about her experience at the CIF Central Section Cheer Championships in Clovis and reminders about nomination forms for Champions for Character, Hall of Fame, and Distinguished Service. Mentioned the golf tournament and the next Executive Committee Meeting being at the Boathouse on the Bay. Lunch orders will be taken ahead of time.

Past-President, Jim Monico – Thank you to Rob Wigod and the staff. They are amazing. Congratulations to Jeff Jordan.

9. ADVANCE PLANNING

A. DATES

- 1. March 22, 2018 CIF Southern Section Council Meeting, The Grand, Long Beach, California, 9:00 a.m.
- 2. May 9, 2018 Executive Committee Meeting, Boathouse on the Bay, Long Beach, California, 1:00 p.m.

B. SUGGESTED AGENDA ITEMS

10. ADJOURNMENT

There was a motion and a second to adjourn the meeting. There being no discussion, the motion passed unanimously, and the meeting was adjourned at 4:09 p.m.

Submitted by:

Sharon Hodge Executive Assistant

Approved by:

Rob Wish

Rob Wigod

Commissioner of Athletics

Adopt Agenda

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 2

20 Yes

0 No

0 Abstain

Approval of Minutes

Minutes of the January 13, 2018 Executive Committee Meeting

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 20 Yes

0 No

O Abstain

Proposed CIF State Budget 2018-2019

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 20 Yes 0 No 0 Abstain

CIF President Elect and Executive Committee Nominations

Todd Arrowsmith	Yes
Monica Colunga	Abstain
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 19 Yes 0 No 1 Abstain

Proposed Revision of Bylaw 208.A Foreign Exchange Programs Host Family

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried

20 Yes

0 No

0 Abstain

Proposed Revision of Bylaw 504.M Day of Respite

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried

20 Yes

0 No

0 Abstain

Proposed Revision of Bylaw 502 Competition vs. Non-CIF Member School

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 20 Yes 0 No 0 Abstain

Proposed Revision of Bylaw 2001.B Football Full Contact Allowance

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 21 Yes 0 No 0 Abstain

Proposed Revision of Bylaw 201.A.4

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	No
Rita Dever	No
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 19 Yes 2 No 0 Abstain

Proposed Movement of Bylaw 207.B(5),c(viii).e Return to Previous School

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried

21 Yes

0 No

O Abstain

Proposed CIF Southern Section Budget 2018-2019

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried 21 Yes 0 No 0 Abstain

CIF Southern Section President Elect Nominations

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Yes
Yes
Yes
Yes
Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Abstain

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried

20 Yes

0 No

1 Abstain

Proposed Revision of Bylaws 23.1(j) & 24.2 New Member School Application Due Date

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried

21 Yes

0 No

O Abstain

Proposed Revision of Bylaw 70.8 Number of Executive Committee Meetings

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Terry Barnum	Yes
Rita Dever	Yes
Jeff Jordan	Yes
Paul Lopez	Yes
John Norman	
Paula Hart Rodas	Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried

21 Yes

0 No

O Abstain

Proposed Revision of Bylaw 2003.3 Use of Full Pads on First Day of Practice

Todd Arrowsmith	Yes
Monica Colunga	Yes
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	Yes
Dave Reid	Yes

Yes
Yes
Yes
Yes
Yes

Dick Billingsley	Yes
Mark Edgemon	Yes
Nancy Kelly	Yes
Jill Matyuch	Yes
Carter Paysinger	Yes
Mike West	Yes

Chris Calderwood	Yes
Sandy Gahring	Yes
Loren Kleinrock	Yes
Jim Monico	Yes
Jim Perry	Yes
Dana Wilkerson	Yes

Motion Carried

21 Yes

0 No

0 Abstain

SS 573
Proposed Revision of Bylaw 2021.3 and All Sport Sections

Todd Arrowsmith	No
Monica Colunga	No
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	No
Dave Reid	No

Terry Barnum	No
Rita Dever	No
Jeff Jordan	No
Paul Lopez	No
John Norman	
Paula Hart Rodas	No

Dick Billingsley	Yes
Mark Edgemon	No
Nancy Kelly	No
Jill Matyuch	No
Carter Paysinger	No
Mike West	No

Chris Calderwood	No
Sandy Gahring	No
Loren Kleinrock	Yes
Jim Monico	No
Jim Perry	No
Dana Wilkerson	No

Motion Lost 2 Yes 19 No 0 Abstain

Proposed Revision of Bylaw 3303 Water Polo Host Teams

Todd Arrowsmith	No
Monica Colunga	No
Denise Halstead	
Robert Kostopoulos	
Geniel Moon	No
Dave Reid	No

Terry Barnum	Yes
Rita Dever	No
Jeff Jordan	No
Paul Lopez	No
John Norman	
Paula Hart Rodas	No

Dick Billingsley	No
Mark Edgemon	No
Nancy Kelly	No
Jill Matyuch	No
Carter Paysinger	No
Mike West	No

Chris Calderwood	No
Sandy Gahring	No
Loren Kleinrock	No
Jim Monico	No
Jim Perry	No
Dana Wilkerson	No

Motion Lost 1 Yes 20 No 0 Abstain



CIF-SS COMMUNICATIONS REPORT – WINTER SEASON



Twitter

28-day summary

Tweets - 382 - 470.1%

Tweet impressions - 1.97M - 115.5%

Profile visits- 84.1K - 40.9%

Mentions - 2,231 - 40.9%

Followers - 32.2K - 535%



Facebook

28-day summary

Actions on Page – 15 – 44%

Page Views - 1,210 - 24%

Page Likes - 68 - 62%

Reach - 9,298 - 410%

Post Engagements – 2,282 – 278%

Videos - 75 - 317%

Page Followers – 73 – 43%



Instagram

28-day summary

Followers - 3,801 - 10%

Profile visits- 2,900 - 9%

Reach -2,765-4%

Actions - 2,920- 27%

Clicks – 28 – 17%

Impressions – 448,984 – 413%







Basket	ball
Boys	

Boys Open	0.17#
D1 Boys	2436
D2AA Boys	3405
D2A Boys	3268
D3A Boys	1881
D5AAA Boys	1182
D5AA Boys	1599
D5A Boys	1195
TOTAL	14,966

Girls	

Girls Open	3328
D1 Girls	1999
D2AA Girls	2032
D2A Girls	1911

D3AA Girls	2621
D3A Girls	2299
D5A Girls	1519
DAAA Girls	17/17

TOTAL	17456

Soccer
Boys

D1 Boys	4135
D2 Boys	5205
D3 Boys	5170
D5 Boys	3062
TOTAL	17,572

Girls

D1 Girls	3429
D2 Girls	6387
D4 Girls	2475
D7 Girls	<u>5396</u>
TOTAL	17687

TO

32,422

OTAL	35,259
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iotal illipressions	Total	Impress	sions
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/	/	,	1	5	5

Live	Unique	Visitors
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	11,748
cer	 7,343)

(Basketball -	– 4,405 Soci
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TOTAL UNIQUE VISITORS

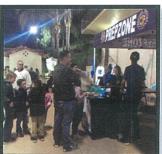
22,225

= TV Rating - Delayed Broadcast (Ducks - 0.21-FSW / Clippers - 0.89-PT)

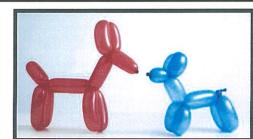
COMBINED BASKETBALL TOTAL

Event	Name	Status	Cost	Swipes	Uses	Impressions
2018- Basketball Championships - Colony	2018- Basketball Championships - Colony	CIF-SS	\$ 23.19	639	212	21,520
2018 Basketball Championships - Godinez	2018 Basketball Championships -Godinez	CIF-SS	\$ 5.00	779	350	42,530
2018 Basketball Championships-APU Sat	2018 Basketball Championships-APU Sat	CIF-SS	\$ 33.25	1354	393	48,984
2018 Basketball Championships - APU Friday	2018 Basketball Championships - APU Friday	CIF-SS	\$ 26.41	858	320	39,044
2018 Basketball Championships - LBSU	2018 Basketball Championships - LBSU	CIF-SS	\$ 27.32	575	202	17,571
Open Division Semi's	Cal Baptist University - Open Div.	CIF-SS	\$ 43.35	954	291	26,074
Football Championships D1	Mater Dei vs St John Bosco	CIF-SS	\$ 42.02	4,357	2,119	195,991
Football Championships D3	St Francis vs Rancho Verde	CIF-SS	\$ 41.07	1,911	883	83,446
Football Championships D2	Valencia vs Oaks Christian	CIF-SS	\$ 17.80	997	429	46,324
Football Playoffs Semi Finals	St. John Bosco vs. Centennial	FOX		1,900	1,200	99,100
Cross Country Finals	Cross Country Finals	CIF-SS	\$35.74	2,029	1,002	79,958
Football Playoffs QTR Finals	Norco vs. Valencia	FOX		694	259	21,100
Cross Country Prelims	Cross Country Prelims	CIF-SS	\$48.96	3,243	1,592	123,564
Girls Volleyball Championships	Girls Volleyball Championships	CIF-SS	\$31.53	1,223	462	47,125
Boys Water Polo Championships	Water Polo Championships	CIF-SS	\$32.58	1,187	649	58,268
Football Playoffs Round 1	Jserra vs. LB Poly	FOX		961	380	23,700
FOOTBALL WEEK 9	Mission Viejo vs. San Clemente	CIF-SS	\$42.03	693	127	8,270
FOOTBALL WEEK 8	Paramount vs. Gahr	CIF-SS	\$21.62	979	360	28,728
FOOTBALL WEEK 7	Lawndale vs El Segundo	CIF-SS	\$16.23	685	289	19,003
FOOTBALL WEEK 6	Mater Dei vs. St. John Bosco	FOX		1,400	525	41,000
FOOTBALL WEEK 5	Upland vs Rancho Cucamonga	CIF-SS	\$28.43	1,258	528	52,714
FOOTBALL WEEK 4	San Clemente vs Edision	CIF-SS	\$12.99	601	124	7,562
FOOTBALL WEEK 3	Santa Margarita vs Mission Viejo	CIF-SS	\$26.25	785	338	25,979
FOOTBALL WEEK 2	Narbonne vs Centennial	CIF-SS	\$18.72	714	258	22,296
FOOTBALL WEEK 1	Chaminade vs St John Bosco	CIF-SS	\$20.85	391	190	17,421
FOOTBALL WEEK 0	Mater Dei vs. Bishop Gorman	FOX		2,200	625	59,300
The state of the s		Sec. 16.	\$595.34	33,367	14,107	1,256,572









WINTER ONLINE PROGRAMS

	Title	Reads	Impressions	Avg. Time Spent	Orig. Publish D
2018	2018 Boys Basketball Program	568	4,740	3;50	Mar 1, 2018
2018	2018 Girls Basketball Program	485	1,525	3:03	Mar 1, 2018
2018	2018 Boys Soccer Program	187	1,299	3:18	Mar 1, 2018
2018	2018 Girls Soccer Program	398	1,933	3:08	Mar 1, 2018
2018	2018 Girls Water Polo Program	231	1,095	2:38	Feb 23, 2018



CHEER



LACROSSE



GIRLS WRESTLING



SWIM & DIVE



ROGER L. BLAKE, EXECUTIVE DIRECTOR

FORNIA INTERSCHOLASTIC FEDERAT

To: **Federated Council**

Date: March 7, 2018

Proposal to Revise Bylaw 211, Continuation School Eligibility Re:

Proposal to Revise Bylaw 303, Multi-School

Commissioner Committee in response to **Proposal Originated:**

Federated Council Roundtable Discussion January 2017

Proposal Reviewed	Proposal Recommendation
01/27/2017 – Federated Council Roundtable	Discussion
02/22/2017 – Executive Committee	Discussion
03/14/2017 – Commissioners Committee	Discussion
06/06/2017 – Commissioners Committee	Discussion
09/12/2017 – Commissioners Committee	10-0, Support
10/05/2017 – Executive Committee	First Reading
10/17/2017 - Athletic Administrators Advisory Comm.	8-6, Support
11/15/2017 – Executive Committee	8-0, Support
00/00/0040 Fodoretod Council	Dullad for further review

02/02/2018 – Federated Council Pulled for further review

Type: Bylaw Revision

Next:

Proposal Summary:

The Commissioners Committee is proposing revisions in Bylaws 211 and 303 that would change the opportunity of athletic eligibility of students attending a Continuation high school. This purposed change would grant the ability of a continuation student to gain athletic eligibility through a Multi-School agreement as long as the students attendance at the Continuation school is NOT a result of discipline.

Background:

On January 27-28, 2017 members of the Federated Council were asked to discuss issues and concerns during roundtable discussions focusing on the future of Education Based Athletics and challenges that the CIF may face. The process concluded with the council prioritizing these future challenges and to offer strategies that might be implemented to address these issues.

One of the top prioritize eligibility concerns were "Home School, Foreign and International Students and Alternative School Students." This proposal is a result of the direction from the Federated Council to seek alternative paths for eligibility for students who attend a continuation school that is not a result of discipline.

303. MULTI-SCHOOL CIF MEMBERSHIP

- A. CIF member schools may allow only students currently enrolled as full-time students, in grades 9-12, in their school, to participate in any CIF competition (See Bylaw 201).
- B. CIF member schools may apply for a change in membership status under the provision of this Bylaw. Any CIF member school that wishes to allow participation on its team(s) by all the students, who are currently enrolled in any non-CIF member schools or programs which do not offer any interscholastic athletic programs, such programs or schools would include, but not be limited to, alternative schools (as defined in Education Code Section 58500 et seq. in compliance with the condition set forth in Bylaw 303), junior high schools (9th graders only), necessary small schools and charter schools, may request approval to do so under the following conditions:
 - (1) Any such application submitted by a CIF member schools must be with a non-CIF member school that has a current California County-District-School Code (CDS Code) as a prerequisite to applying for multi-school status.
 - The administrative responsibility for all students involved in athletics shall rest with the principal of the CIF member school for which the student(s) is competing. Such responsibility shall include:
 - a. Verification that residential eligibility of the student(s) is limited to the public school in whose attendance area his/her parent(s)/guardian(s)/caregiver reside; or where the student most recently established his/her residential eligibility or a private school; AND
 - b. Verification that students participating in the athletic program meet all the CIF member school scholastic eligibility requirements; AND
 - c. The regular grading period of the CIF member school shall be used to determine the scholastic eligibility of all students; AND
 - d. Determination that students participating in the athletic program meet all other eligibility requirements of the CIF, its Section, its league and the CIF member school; AND
 - e. Determination that private schools and charter schools entering a multi-school agreement with a public school or public school district meet the additional requirements set forth in E.-F. below.
 - (3) For the purposes of determining dues, legal and liability assessments, realignment issues and CIF and Section divisional placement, the enrollment figures for non-CIF member school/program students residing in the CIF member school's attendance area must be included in the CIF member school's enrollment using the CBEDS enrollment figures.
 - (4) The application process must start with the principal of the CIF member school. Written certification that all the conditions listed above will be met, as well as approval, must be obtained from the following:
 - a. CIF member school principal; AND
 - b. CIF member school governing board(s); AND
 - c. Non-CIF member school or program administrator in charge; AND
 - d. Non-CIF member school governing board (if applicable)
 - (5) Additional approvals must be obtained, in the following order, from:
 - a. The CIF member school's league; AND
 - b. The CIF member school's Section; AND
 - c. The CIF Executive Committee
 - (6) New and Renewal applications for multi-school teams under this Bylaw must be filed annually.
 - a. New applications
 - (i) All new applications must be received in the State Office prior to May 31 of the current school year for approval for the following school year.
 - (ii) All fees must accompany the application and be received prior to May 31. The request will not be considered until the fees are submitted.
 - (iii) Students are not eligible to participate or compete with the CIF member school until confirmation from the CIF State Office that the application is approved.
 - b. Renewal applications
 - (i) All renewal applications must be submitted to the State Office by May 31 of the current school year to continue multi-school status for the following year.
 - (ii) All fees for multi-school dues will be reflected on the invoice sent from the CIF State Office for the school's annual school dues and legal assessment.
 - (iii) Any late applications will be assessed a late fee of \$200; the fee must be attached or the application will not be considered. If an application for renewal is not received by September 1 of the current school year, it will not be considered.
 - (iv) Students are not eligible to participate or compete with the CIF member school until confirmation has been received from the CIF State Office that the application is approved.

(7) Appeals Procedure [Applies only to (4) above]

- a. If the CIF member school is unable to obtain written approval from the appropriate league, then it may appeal for approval, in writing, to its Section, but only after exhausting any and all appeals procedures established by the respective league.
- b. If the CIF member school and its league are unable to obtain written approval from the appropriate Section, they may appeal for approval, in writing, to the Executive Committee, but only after exhausting any and all appeals procedures established by the respective Section.

 Small Learning Communities, Small Schools, Alternative Schools, and Charter Schools Housed on a Member School's Campus

- (1) Small learning communities, small schools, alternative schools and charter schools housed on an existing member school's campus are subject to Bylaws 303.B. and C. However, a small learning community, small school, alternative school or charter school housed on an existing member school's campus may apply for an exclusive multi-school relationship with the member school on whose campus they are housed. Where a small learning community, small school, alternative school or charter school housed on an existing member school's campus and the member school on whose campus they are housed apply for an exclusive multi-school relationship, the students at the small learning community, small school, alternative school or charter school will not be eligible to participate for any CIF member school other than the member school on whose campus the small learning community, small school, alternative school or charter school is housed. If a small learning community, small school, alternative school or charter school and the member school on whose campus they are housed are applying for an exclusive multi-school relationship, they shall notify the CIF State Office when they submit their multi-school application.
- (2) Students transferring into small learning communities, small schools, alternative schools or charter schools housed on an existing member school's campus after their initial enrollment in the 9th grade are subject to Bylaw 207.
- (3) Sections are empowered to waive the transfer rule upon request by a school district establishing a new magnet program, small learning community, small school, alternative school or charter school housed on a member school's campus for the first year only; thereafter, all transfer rules apply.

 (Revised May 2012 Federated Council)

D. Private and Charter Schools Partnering with CIF Member Public Schools Housed on a Separate Campus

Where a private school or a charter school enters into a multi-school agreement with a public school that is housed on a separate campus or with a public-school district, only those students who live within the boundaries of the public-school district may participate in athletics at the member school or at a member school within the district. A student attending such a private school or charter school must participate for the member school in whose attendance area his/her parent(s)/guardian(s)/caregiver reside or the school in the district where the student most recently established residential eligibility prior to attending the private or charter school entering the multi-school agreement.

E. CIF Member School with Multiple Campuses

Teams representing a high school must be composed of students under the direct supervision of one (1) principal and attending class on one (1) campus. Where one school has multiple campuses, a student must participate for the team on whose campus he/she is housed unless the school petitions to be allowed to participate as a single school with multiple campuses under the supervision of one principal. All new applications must be received in the State Office prior to May 31 of the current school year for approval for the following school year and meet all provisions of CIF Bylaw 303 listed above.

DEFINITIONS

School Within a School

This type of school (often times referred to as Academies with a particular academic focus) operating under the umbrella of a comprehensive high school, but has no autonomy in terms of academic accountability.

Small Learning Communities

These schools have their own complete accountability in terms of having their own CDS code, API scores and their own CAHSEE pass rate.

F. Continuation Schools

Continuation schools may not apply for multi-school team status as provided for under this provision. For continuation school eligibility, refer to Bylaw 211.

(Approved May 2002 Federated Council/Revised May 2003 Federated Council/Revised May 2007 Federated Council/Revised May 2009 Federated Council)

211. CONTINUATION SCHOOL ELIGIBILITY

A. Current Eligibility

While enrolled in a continuation school that is a CIF member school, a student is only eligible to represent the continuation school of attendance.

303. MULTI-SCHOOL CIF MEMBERSHIP

303. F. Continuation Schools

Continuation schools may not apply for multi-school team status as provided for under this provision. A student must participate for the member school in whose attendance area his/her parent(s)/guardian(s)/caregiver reside or the school in the district where the student most recently established residential eligibility prior to attending the continuation school entering the multi-school agreement. Students attending a continuation school due to disciplinary action that is in place or pending are not eligible to participate under this provision.

For other information pertaining to continuation school eligibility, refer to Bylaw 211.

Q: If a student is attending a continuation school due to truancy, it that considered disciplinary action in place or pending?

A: No. For purposes of this Bylaw, truancy is not considered disciplinary action in place or pending as per Education Code.



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

CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM**

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

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

Date: <u>2-20-2018</u>
Submitted by: Name of representative: Alan Clinton
School of representative: <u>Servite High School</u> Telephone:
Check one of the following: League Proposal. Name of League: Advisory Committee Proposal. Committee Name: Wrestling Coaches Advisory Committee Executive Committee Proposal. Submitted by:
Rule Change: Rule Number Affected: 3320.6 Implementation Date: 2018-2019 Abstract: (Please add any supporting documents.)
Council First Read: Council Action Date:
Date Proposal will take effect on member schools: $\underline{2018-2019}$
See reverse side for additional information. Proposal Numbe

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

None

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

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

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

Procedure for Proposed Bylaw Changes:

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

The host team shall wear white dark colored jerseys."

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

The ______ League proposes the following changes to the basketball bylaws.

(your league name)

Bylaw 1623 Color of Jerseys

Proposed language:

"In all basketball games played between member schools of the CIF Southern Section.

Current language for Bylaw 3320.6 Boys Dual Meet Wrestling – Division formed every two years by geographic locations of leagues.

New language for Bylaw 3320.6 – Boys Dual Meet Wrestling – Divisions formulated every two years using Masters Meet qualifiers, by leagues over a four-year period.



Northwood High School

Home of the Timberwolves

"For the good of the Pack"

25 April 2018

Rob Wigod CIF Commissioner 10932 Pine Street Los Alamitos, CA 90720

Re: Request for appeal of Game One contract with Los Osos High School

Dear Commissioner Wigod:

Under CIF Bylaw 1103 on Section Appeals Procedures Involving Matters Other Than Student Eligibility or Section Playoffs, Northwood High School would like to appeal the ruling on its 2018-2019 football contract between Northwood High School and Los Osos High School.

We would be grateful to be placed on the agenda for the opportunity to present our case to the CIF Southern Section Executive Committee on Wednesday, May 9, 2018.

Sincerely,

Leslie Roach, Ed.D.

Principal

Northwood High School

Rob Wigod

From:

Rob Wigod

Sent:

Tuesday, April 17, 2018 1:09 PM

To:

Philemon Roh

Cc:

leslieroach@iusd.org; Joshua_Kirk@cjuhsd.net; tomgrizzliefootball@hotmail.com; Glenn

Martinez

Subject:

RE: Week One Football

Phil,

As you know, I have been included in the many email conversations that have taken place over the last several months regarding the situation with Northwood High School wishing to opt out of the written contract for your scheduled Week 1 football contest with Los Osos High School next football season.

After reviewing this situation, and realizing that both schools are not able to agree on how to resolve it, I cite the following CIF Southern Section Bylaws...

- 1) CIF Southern Section Bylaw 150 states, "Where a written contract has been entered into, schools must carry out the provisions of the contract..."
- 2) CIF Southern Section Bylaw 151.1 states, "Where either school finds it impossible to meet a scheduled contest, it must notify the other school in writing and send a copy to the Commissioner of Athletics prior to the scheduled contest. In case the other school does not agree to the cancellation of the contest, the Commissioner shall make the final decision."

Throughout this period of time, with the two schools in dialogue with each other, it has been my fervent hope that there would be a mutual agreement to resolve this matter. That has not happened. Therefore, per CIF Southern Section Bylaw 151.1, it is my decision that Northwood High School and Los Osos High School have a written contract in place and it is our expectation that this written contract will be honored next season.

If you wish to appeal this decision before the CIF Southern Section Executive Committee, you may do so at their next scheduled meeting on Wednesday, May 9, 2018. If you wish to be placed on the agenda for that meeting, please notify me in writing by Friday, April 27, 2018.

If you have any questions, or I can help you in any way at all, do not hesitate to contact me.

All the best,

Rob

Rob Wigod
Commissioner of Athletics
CIF Southern Section





CONTRACT FOR ATHLETIC CONTESTS

This contract may be used in arranging non-league and tournament interscholastic athletic contests. Regular league schedules are official and binding on said league members and do not require individual contract. Please refer to Blue Book rules 150-153.

This CONTRACT is made and subscribed to by the principals and ahtleteic administrators of Northwood High School High School and to be played as follows: contests in Football for (Boys' or Girls') (Name of Sport) STARTING TIME SITE DATE LEVEL 9/1/2017 7:00 Los Osos Varsity 3:15 Northwood 8/31/2017 Jr. Varsity Soph 3:15 8/31/2017 Frosh Los Osos Frosh-Soph REMARKS: Week 1 game FINANCIAL ARRANGEMENTS \$8.00 F. Faculty Passes honored Both Schools A. General Admission B. Home Students WITH ASB Cards G. Advance Sale Permitted None Free C. Visiting Students WITH ASB Cards Free H. Visiting Band in Uniform Admitted Free D. Student (Both Schools) WITHOUT ASB Cards With Advisor \$8.00 Free \$5.00 L. Visiting Pep Squads Admitted Free E. Children Admission With Advisor Free ADDITIONAL FINANCIAL TERMS: MEDICAL RESPONSIBILITY: Trainer and Doctor on site OTHER ARRANGEMENTS: 1st year of 2 year contract switch sites 2nd year. Return to HOST SCHOOL by: All contests must be played under the regulations and rulings of the California Interscholastic Federation and the Southern Section of which the contracting schools are members. These regulations and rulings are a part of this contract. Use back side of form for additional comments. HOST SCHOOL INFORMATION VISITING SCHOOL INFORMATION School Name Los Osos School Name Northwood School Address School Address 4515 Portch Porkway Irvaca School Phone Number School Phone Number 949-936-7200 School Fax Number School Fax Number 949 - 936 JK Host School Principal's Signature Visiting School Principal's Signature Tom Martinez Host School Athletic Administrator's Signature Visiting School Athletic Administrato Date: 9/28/2016 Date: Host A.D. Email Address tomgrizzliefootball@hot Visiting A.D. Email Address BRANDINEMERYETHOD. ORK Host A.D. Cell Phone # 909-227-7246 Visiting A.D. Cell Phone # 71 + 512 - 7317

NOTE: All contracts to be valid must be signed by the principal and the athletic administrator at each school. When the principal and athletic administrator of one of the contracting schools is new to the school, he should be notified of existing contracts before the beginning of the season.

Glenn Martinez

From:

Philemon Roh < Philemon Roh@iusd.org >

Sent:

Tuesday, April 17, 2018 10:41 AM

To: Subject:

Glenn Martinez; Rob Wigod Re: Week One Football

Hi Glenn:

While I understand CIF's stance as it relates to the Blue Book, what I don't understand is that it's not like there are a limited number of potential replacements. CIF's "Games Wanted" page lists over three pages of games available, many of which are for the week that we are scheduled to play Los Osos. I can't state strongly enough how much this compromises the safety of our student athletes. A mistake was made by adults to schedule this game, and I will own that, but I don't think the kids have to endure what will be a completely non-competitive game between two completely mismatched schools as it relates to the sheer physical composition of our student athletes. It's not even a home game Los Osos would be losing. They're scheduled to be the visiting team this upcoming year so I'm not sure how that affects their gate. I'm completely dumbfounded why grace is not being extended to a member school.

Glenn, again, I can't stress enough how dire this situation is as it relates to our program. I'm just looking for some good faith here. With all due respect, I am asking, practically begging you to reconsider. This is not in the best interest of our kids.

If a phone call would be better than exchanging these emails, please let me know.

Sincerely,

Phil

From: Glenn Martinez <glennm@cifss.org> Sent: Tuesday, April 17, 2018 10:24:55 AM

To: Philemon Roh; Rob Wigod Subject: RE: Week One Football

Phil,

I have spoken to Tom Martinez at Los Osos High School about your concerns as well as the possibility of finding a replacement opponent. After discussions with his principal and head football coach, Tom informed me that they want to complete the second year of the signed contract. I understand that is not the answer you were looking for, however Blue Book Bylaw 150 Contracts states where a written contract has been entered into, schools must carry out the provisions of the contract. Since Los Osos is not going to release your school from this contract the provisions of the contract must be carried out.

Let me know if you have any further questions.

Best regards, Glenn From: Philemon Roh [mailto:PhilemonRoh@iusd.org]

Sent: Tuesday, April 17, 2018 9:43 AM

To: Glenn Martinez <glennm@cifss.org>; Rob Wigod <robw@cifss.org>

Subject: Re: Week One Football

Hi Glenn:

I'm sorry for the bother, but I'm just checking in to see if you've heard from Tom Martinez. Apparently the Los Osos coach sent a text message to our coach saying that we are definitely playing each other so again, this forces me to wonder if the attempt is being made.

Truly, Glenn, I'm really not trying to be a stick in the mud or come off as whiny (I know it may be too late for that), but this is a serious, serious issue for our community.

Yrs,

Phil

From: Glenn Martinez <glennm@cifss.org> Sent: Tuesday, April 10, 2018 2:24:42 PM

To: Philemon Roh; Rob Wigod Subject: RE: Week One Football

Phil,

I cannot speak for Tom Martinez or his actions with you dating back to when the two of you first started this conversation. I have known Tom for a long time and find him to be a person of integrity. Your initial communication from October to December of 2017 did not include me or our office so I would suggest we give Tom a chance to speak with his coach and see what possible opponents are available.

Lastly, each year a school's football team is new and different and while I understand your concerns based on last year I trust that Los Osos would make every effort to insure that this game would not become one sided. Injuries can occur in any football game regardless of the opponent and I have no reason to believe that Los Osos would take advantage of your school if this indeed becomes the case.

I will be in contact with you as soon as I hear back from Tom.

Glenn

From: Philemon Roh [mailto:PhilemonRoh@iusd.org]

Sent: Tuesday, April 10, 2018 2:01 PM

To: Glenn Martinez <glennm@cifss.org>; Rob Wigod <robw@cifss.org>

Subject: Re: Week One Football

Hi Glenn:

I appreciate you following up with Tom.

My only remaining concern is that this is exactly where we were in October-December of 2017. We brought it up to Tom then, and even after offering to help find Los Osos another game, there didn't seem to be any effort

to follow through. For instance, no openings were posted in the Games Wanted section of CIFSSHOME by Los Osos. So I am skeptical that the effort will be made.

Not to belabor the point, but if the effort is not made in good faith on the part of Los Osos, the games will be non-competitive and unsafe. I can't stress that enough. I acknowledge how this situation may seem to come off, as whining or crying over spilled milk, but I assure you, that is not the case. And while securing guaranteed wins is hard to pass up, I cannot in good conscience believe that it is worth the potential price of putting our student athletes in a situation similar to the one we found ourselves in this past season.

Sincerely,

Phil Roh

From: Glenn Martinez <glennm@cifss.org> Sent: Tuesday, April 10, 2018 1:19 PM

To: Philemon Roh; Rob Wigod **Subject:** RE: Week One Football

Phil,

I just finished a phone conversation with Tom Martinez at Los Osos High Scholl to discuss the current football contract situation. He is going to talk to his head football coach and see if he is open to looking for a replacement opponent for this week 1 football game. However if they cannot find a replacement opponent or decide to keep the scheduled game, I need to remind you that the current signed contract is binding and unless Los Osos agrees to void or release your school from the contract the expectation would be that Northwood High School carry out the provisions of the signed contract. The specific rules that govern athletic contracts is listed in Blue Book Bylaw 150.

I will be in contact with you once I hear back from Tom Martinez. Let me know if you have any other questions.

Best regards, Glenn

From: Philemon Roh [mailto:PhilemonRoh@iusd.org]

Sent: Tuesday, April 10, 2018 12:11 PM

To: Glenn Martinez <glennm@cifss.org>; Rob Wigod <<u>robw@cifss.org</u>>

Subject: Fw: Week One Football

Hello Glenn and Rob:

First, my apologies again for allowing this issue to get this far. It was never our intention. As I mentioned in my phone call with Glenn, Northwood has no interest in backing out of contracts. In any ordinary circumstance, we would do everything in our power to honor the agreement we have with other schools, but in this case, we don't see it as "ordinary."

The email thread I am forwarding dates back to 2016, to our initial conversations with Los Osos about scheduling. You can see how the programs were represented by both parties and how on the field, the representation did not necessarily match up with what was initially offered. This is by no means an accusation as programs change from year-to-year, and we understand that, however, if lower-level scores are any indication, our two programs are undoubtedly headed in opposite directions. It is also very likely that we will not be able to field three levels next year since our enrollment projections are significantly lower than they have been with the continued growth of Portola.

We could also send along film from our games last year if that helps inform CIF's decision.

Again, this is not a precedent we want to set, and it may be a cliched excuse at this point, but in this case, we cannot in good conscience put our student athletes in situations that we see as unsafe, especially since there seems to be more competitive situations for Los Osos to consider.

Please let me know if you have any questions or need anything else from us. We sincerely appreciate the time and consideration.

Yrs,

Phil Roh

From: Philemon Roh

Sent: Monday, March 26, 2018 11:18 AM

To: Tom Martinez; joshua.kirk@cjuhsd.net; LARRY ROOK; Leslie Roach

Cc: Coachapierce@yahoo.com; glennm@cifss.org

Subject: Re: Week One Football

Hello Tom:

With all due respect, I wish we had found a way to resolve this when I reached out last October. The disparity on the field at all levels was so alarming I had no choice but to reach out immediately following our games last season, especially when you consider the scores of each of our levels (Varsity: 6-49; JV: 0-35 with the game called at the first half due to lightning but we had one broken leg and one broken collarbone in one quarter; and Freshman: 0-55; all which make for a combined score across our levels of 6-139). When I asked if there was anything we could do to help alleviate the issues that may come with backing out of the second year of the contract by helping post the available game or to assist in any way to find another school to fill that potential hole in your schedule, I was told that no assistance was needed and that you would go about doing the search on your own.

Glenn, I will give you a call this afternoon to see what we can do to reconcile this situation. Truly, I apologize to all involved for where we find ourselves now but it is not in the best interest of our student athletes to be put in the situation we found ourselves in this past season.

Sincerely,

Phil Roh

From: Tom Martinez < tomgrizzliefootball@hotmail.com >

Date: Monday, March 26, 2018 at 10:42 AM

To: Philemon Roh < PhilemonRoh@iusd.org >, "joshua.kirk@cjuhsd.net" < joshua.kirk@cjuhsd.net >, LARRY

ROOK < larry_rook@cjuhsd.net>, Leslie Roach < LeslieRoach@iusd.org>

Cc: "Coachapierce@yahoo.com" < Coachapierce@yahoo.com>, "glennm@cifss.org" < glennm@cifss.org>

Subject: Re: Week One Football

After speaking with my Admin and Football staff, we want to finish the 2 year contract signed by both Los Osos and Northwood High. We don't see a great disparity or a concern for player safety. I have also added Glen Martinez CIF commissioner to our emails. I will also add my principals email and phone number to this email.

Principal: Joshua Kirk- 909-477-6900 ex 2020 VP Athletics: Larry Rook- 909-477-6900 ex 2026

My question is where do we play our varsity game, will be Friday or Thursday and where and when will be the lower level games.

We usually play varsity and Frosh same location and JV opposite.

Thanks,

Tom Martinez
Los Osos High School
Athletic Director
909-477-6900 Ex. 2220- Office
909-227-7246 -cell



From: Philemon Roh < PhilemonRoh@iusd.org>

Sent: Monday, March 12, 2018 8:47 AM

To: Tom Martinez; Joshua.Kirk@cjuhsd.net; Larry Rook AP; coachapierce@yahoo.com

Subject: Re: Week One Football

Tom:

My apologies but this is what we were told the year prior to our scheduling our two-year contract. We were given overall records and rankings of the program and felt at the time, based on that representation, that it would be more competitive than it turned out to be across all our levels. Not anyone's fault as these things change from year to year, but our program is clearly on the downswing.

We no longer play Corona del Mar and we have also revised our schedule to drop schools that are no longer competitively equitable (e.g. Segerstrom). Woodbridge, the school you mentioned as comparable in power rankings to Los Osos, we have no control over since we are in the same league. We are also moving down a division next year, which makes us seven divisions lower than Los Osos.

We will be down to two levels next year with a freshman team moving up that finished the season with 13 players so we are bound to lose more of those kids as they decide to do other things. And if our lower level scores against Los Osos are any indication, it's just not a good fit. To make matters worse, our enrollment projections for next year are even lower than they were this year with the continued growth of IUSD's new high school, Portola.

As I mentioned in my earlier correspondences dating back to the end of the football season, the blame rests solely on me so I take full responsibility for that, but we cannot in good conscience play this game.

Phil

From: Tom Martinez < tomgrizzliefootball@hotmail.com>

Sent: Monday, March 12, 2018 8:35:25 AM

To: Philemon Roh; <u>Joshua.Kirk@cjuhsd.net</u>; Larry Rook AP; <u>coachapierce@yahoo.com</u>

Subject: Re: Week One Football

Phil , we lost to graduation:
On starting Offense we lost 3 OL, TE, Rec, RB and QB
On starting Defense we lost 2 DL all 4 LB and 2 corners

We have a lot of rebuilding to do. Also on your schedule you play 3 teams with similar power rankings. Corona Del Mar is a 37 and Woodbridge is a 15.3 we are a 17.8

We don't see much difference there.

Don't see where the numbers show that you need to drop us it's only a one year deal now.

We feel it will be a competitive game.

We will be a very young team.

HWPO

Tom Martinez

On Mar 12, 2018, at 8:08 AM, Philemon Roh < PhilemonRoh@iusd.org wrote:

Tom:

I'm checking in again to check on the status of Week Two. I will contact CIF regarding our backing out of the contract and bear complete responsibility for it, but we really need to move on. This is a decision Northwood has to make in the best interest of our students.

Phil

From: Tom Martinez < tomgrizzliefootball@hotmail.com>

Sent: Tuesday, February 13, 2018 9:24:44 PM

To: Philemon Roh

Subject: Re: Week One Football

Still don't have anyone

Tom Martinez
Los Osos High School
Athletic Director
909-477-6900 Ex. 2220- Office
909-227-7246 -cell
<Outlook-1483087391.png>

From: Philemon Roh < PhilemonRoh@iusd.org Sent: Tuesday, February 13, 2018 1:43 PM

To: Tom Martinez

Subject: Re: Week One Football

Tom:

I'm checking in on the status of your search for an alternative for the Week Two game. Again, we have serious safety issues considering how low our numbers are and playing up now 8 divisions does not suit our community's priorities and it seriously compromises the safety of our student athletes.

I hate to have to ask to back out of a contract, and I will take the blame for that, but at this point, we cannot in good conscience have this game on our schedule. Anything you can do to help our school would be very much appreciated.

Sincerel	ly,
----------	-----

Phil

From: Tom Martinez < tomgrizzliefootball@hotmail.com>

Sent: Friday, December 1, 2017 1:00:55 PM

To: Philemon Roh

Subject: Re: Week One Football

Phil, Thanks but we will do the searching ourselves. I will let you know what I find out.

Thanks,

Tom Martinez
Los Osos High School
Athletic Director
909-477-6900 Ex. 2220- Office
909-227-7246 -cell
<Outlook-1483087391.png>

From: Philemon Roh < PhilemonRoh@iusd.org Sent: Friday, December 1, 2017 11:15 AM

To: Tom Martinez

Subject: Re: Week One Football

Thanks for getting back to me, Coach. Would you mind if I posted the opening on your school's behalf on the CIF games wanted site?

From: Tom Martinez < tomgrizzliefootball@hotmail.com >

Sent: Friday, December 1, 2017 10:52:07 AM

To: Philemon Roh

Subject: Re: Week One Football

Sorry as of right now we have not found another opponent for week 1. So we cant cancel the contract.

Tom Martinez
Los Osos High School
Athletic Director
909-477-6900 Ex. 2220- Office
909-227-7246 -cell
<Outlook-1483087391.png>

From: Philemon Roh < PhilemonRoh@iusd.org Sent: Friday, December 1, 2017 8:27 AM

To: Tom Martin and Constant of the PhilemonRoh@iusd.org

To: Tom Martinez; Coachapierce@yahoo.com

Subject: Re: Week One Football

Hi Coach:

Just wanted to follow up on the status of our game next year. In discussing it with our school site administration, we really don't feel like there is competitive equity between our two schools. I take complete blame for that but I was basing our contract on program-wide records from two years prior. We're really concerned about player safety as it relates to playing against a team seven divisions higher than us.

Again, I'm completely to blame for the mismatch. But I'm hoping we can somehow find a way to work this out.

Thank you again.

Yrs,

Phil

From: Tom Martinez < tomgrizzliefootball@hotmail.com >

Sent: Thursday, October 19, 2017 8:20:13 AM **To:** Philemon Roh; <u>Coachapierce@yahoo.com</u>

Subject: Re: Week One Football

I have my schedule all set for next year. And I turned down some teams who wanted a week 1 game. I will look for the next 2 weeks and see if I can find anyone for a week 1 game. If I can't we will just finish out the 2nd year of the contract.

Thanks,

Tom Martinez
Los Osos High School
Athletic Director
909-477-6900 Ex. 2220- Office
909-227-7246 -cell
<OutlookEmoji-1483087391353_LO.png8de679b1-a69c-4df1-9f39-7b2235125028.png>

From: Philemon Roh < PhilemonRoh@iusd.org Sent: Wednesday, October 18, 2017 1:55 PM

To: Tom Martinez

Subject: Re: Week One Football

Hello Tom:

Hope the Fall season is going well. I'm writing to ask if you would be willing to cancel the second year of our football contract next year. When we initially agreed, our schools looked

relatively evenly matched with similar records. We thought it was a good fit, but after this year, I'm no longer sure. This is, of course, no fault of yours; it's completely mine, but in the best interest of our student athletes, we would like to cancel if at all possible. I know this creates some scheduling headaches for you so I sincerely apologize for that, but our school community would really rather not play next year.

Please let me know your thoughts.

Yrs,

Phil

From: Tom Martinez < tomgrizzliefootball@hotmail.com >

Sent: Thursday, December 8, 2016 7:41 AM

To: Philemon Roh

Subject: Re: Week One Football

Thanks Coach.

Tom Martinez Los Osos High School Athletic Director 909-477-6900 Ex. 2220- Office 909-227-7246 -cell

From: Philemon Roh < PhilemonRoh@iusd.org Sent: Thursday, December 8, 2016 1:35 AM

To: Tom Martinez

Subject: Re: Week One Football

Hi Tom,

Yes. Thanks for sending it over. We will sign and return tomorrow! Looking forward to it.

Yrs,

Phil

Get Outlook for iOS

From: Tom Martinez < tomgrizzliefootball@hotmail.com >

Sent: Wednesday, December 7, 2016 11:46:33 PM

To: Philemon Roh

Subject: Re: Week One Football

Did u get the contract? We still good with week 1?

Tom Martinez Los Osos High School Athletic Director 909-477-6900 Ex. 2220- Office 909-227-7246 -cell

From: Philemon Roh < PhilemonRoh@iusd.org Sent: Monday, December 5, 2016 10:16 AM

To: Tom Martinez

Subject: Re: Week One Football

Hi Tom,

Definitely. Would you like to enter a two-year contract? I believe the listing said you needed a home game the first year. We can certainly accommodate.

Yrs,

Phil

From: Tom Martinez < tomgrizzliefootball@hotmail.com >

Sent: Monday, December 5, 2016 9:30:27 AM

To: Philemon Roh

Subject: Re: Week One Football

Coach are you still interested in a game week 1 with us?

Tom Martinez Los Osos High School Athletic Director 909-477-6900 Ex. 2220- Office 909-227-7246 -cell From: Philemon Roh < PhilemonRoh@iusd.org Sent: Wednesday, November 30, 2016 9:30 PM

 $\textbf{To:}\ \underline{tomgrizzlie football@hotmail.com}$

Subject: Week One Football

Hi Coach,

Are you still in need of a week one Football game for next season? We were 1-9 this year and our JV were 2-8 so we're a rebuilding program.

Any interest in setting something up for our two programs?

Yrs,

Phil Roh Head Football Coach Northwood High School



EXECUTIVE COMMITTEE APPEAL HEARINGS – FORMAT

1) Introductions
- President of the Executive Committee (Chairperson for the appeal hearing)
- Appellant - Respondent
2) Presentations
- Appellant - Respondent
3) Rebuttal (Anything else, if necessary)
- Appellant - Respondent
4) Questions, Clarifications from the Executive Committee
5) Open Deliberation by the Executive Committee
6) Motion to Approve – From an Executive Committee member, (Should always be a positive motion to approve), Second, Discussion
7) Call for the Vote – From an Executive Committee member
8) Vote – Electronic
9) The decision of the Executive Committee is FINAL



CIF Southern Section Application for Membership 2018-19 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 714-290-1634 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 80 10 th 80 11 th 50 12 th 10
Total Number of Current Year Students 220
Anticipated Future Enrollment 3 Years Hence 350 5 Years Hence 500
New Public High Schools under Construction – Planned Opening Date
Charter Schools Only – Chartering District/Institution Acton-Agua Dulce Unified School District
Athletic Program Goals and Objectives
The Mission of Academy of Sports Science (AOSS) is to support student athletes through academic achievement, programs, flexibility, social and emotional development as well as college readiness.
Athletic Administration
Name of Principal Marlena Gasper Principal's email marlena.gasper@scaleacademy.org
Name of Athletic Director Chris Shockley Athletic Director's email chris.shockley@scaleacademy.or
Accreditation
WASC: Name and Address of Accrediting Organization
Revised Amust 2017

Facilities

Sport	Practice Facility	Game Site and Location
Golf	Creste Verde Golf Course	Creste Verde Golf Course
Basketball	Determined	Determined
Track and Field	Aquinos High School	Aquinos High School
Volleyball	Determined	Determined
Gymnastics	Sokol Elite Gymanstics	Sokol Elite Gymanstics

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	V, JV,F-S	V, JV,F-S
	Field Hockey				Soccer		
	Football				Traditional Competitive Cheer		
	Golf		JV, F_S		Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball		JV, F_S				
	Water Polo						
Spring	Badminton						
Spring	Baseball						
	Competitive Sport Cheer			-			
	Golf	JV, F_S					
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving				9		
	Tennis						
	Track/Field						
	Traditional Competitive Cheer						
	Volleyball	JV, F_S					

Coaching Personnel

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

Conditions of Membership

- School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 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 October 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.

Marlena Gasper	-	Dr. Lav	vrence Wynder	hund
Signature of Administrator of School (Sup	rintendent/Principal)	Signatur	e of Officer (Board/Tru	stee Officer)
Academy of Sports Science		1,1	anuhand	- Secretary
Name of School		Name of	District Board	
4/10/18		4/10/18	3	
Date		Date		
**************************************			*******	******
4/10/18	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date		v	,	,
	Denied			
Commissioner of Athletics		Ar	rea Placement	
Revised August, 2017				3 P a g e

10/30/2017 10:21:11 AM

SIF Completed

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 not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male		American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female		Filipino not Hispanic Female	Hispanic or Latina 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	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.25	0.00	2.25
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	3.00	0.00	0.00	0.00	3.00
FTE Other Classified 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	1.00	1.00	1.00	4.00

Section B. Kindergarten Program Type

Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	True
	None	
Transitional Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	
	None	True

10/30/2017 10:21:11 AM

Section C. Parental Exception Waiver from English-Language Classrooms

Number of waivers requested	0
Number of waivers granted	0

Section D. Educational Calendar

Traditional		
Year-round Year-round	Single-track	
	Multitrack	True
Single-track or multitrack only, the year-round calendar type	60/20	
	90/30	
	Modified Concept	
	Custom	True
	60/15	
	45/15	
School start date		7/1/2017
School end date		6/29/2018

10/30/2017 10:21:11 AM

Section E. Estimated Number of Teacher Hires (2018-19)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	2.0
Bilingual Education	1.0
Business	0.0
Dance	0.0
English	2.0
Foreign Language	1.0
Health Education	0.0
Home Economics	0.0
Life Science	2.0
Mathematics	2.0
Music	2.0
Physical Education	2.0
Physical Science	1.0
Reading	0.0
Self-contained Classes	2.0
Special Education	2.0
Social Science/Studies	2.0
Drama/Theater	1.0
Trades and Industrial Arts	0.0
Other Specializations	1.0

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.

HOW GOOD DO I HAVE TO BE AT MY SPORT?

While the Academy is intended to work with student 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?

Contact the main office at 888-501-6292 and ask for a registration application. Fill out the document and submit it via email—at—info@nsdsportsacademy.org, Applicants may also mail it to:

Academy of Sports Science A SCALE Program 14816 Central Ave, Chino, CA 91710

HOW DOES THE YEAR- ROUND PROGRAM AFFECT 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 break, or continue academics and training to accelerate their studies. These options provide flexibility while focusing on athletic and personal development.

ACADEMY OF SPORTS SCIENCE (A SCALE INDEPENDENT STUDY SCHOOL)

14816 CENTRAL AVE • CHINO, CA 91710 • 888,501.6292

WWW.NDSPSORTSACADEMY.ORG • INFO@NSDSPORTSACADEMY.ORG



Commitment. Self Discipline. Passion. Dedication.



Overview

The Academy of Sports Science is a free, open enrollment sports academy that is designed to meet the needs of gifted and talented student athletes as well students interested in pursuing sport related career fields, This program was established to support efforts to develop young scholar athletes with a college going mindset and who have a passion to compete at higher levels while exploring a variety of vocational options.

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 academic program that provides educational opportunities for scholar-athletes and students interested in pursuing sport related career fields. 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 student athletes to reach their full potential. We believe that student athletes must be intelligent, hard working, team oriented 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 student athletes, the Academy follows some of the same state mandates and requirements that are required by a traditional school settings in the state of California. However, the program offers supplemental academic and athletic components that are specific to the student athlete in his or her aim to be a competitive athlete and committed to academic excellence.

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

Advisory	40 Credits
English	40 Credits
College Preparatory Math	30 Credits
Laboratory Science	20 Credits
Life Science/ Blology	10 Credits
World History	10 Credits
US History	10 Credits
Economics/ Government	10 Credits
Foreign Language	20 Credits
Physical Education	20 Credits
Performing Arts Elective	20 Credits
College Prep Elective	10 Credits

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 Sports Academy

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

The 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 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 lead 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 the overall physical ability to include quickness, acceleration, change of direction, speed, overall pace, change of pace, and endurance.

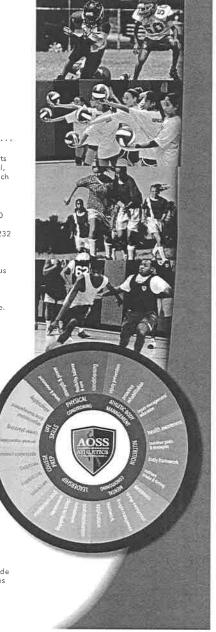
Monthly evaluations and player report cards offer ongoing feedback for players, parents, and coaches. Each year students leave with a performance portfolio that tracks each player's overall development and progress.

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 competition and advanced 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 Sports Academy Training program, academic instructors work with students to create projects that connect the academic curriculum within the Sports 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 lifelong learning and future success.



ACADEMY OF SPORTS SCIENCE COACHING STAFF:

BOYS BASKETBALL - JESSE TEPLIZKY DEGREE: CPR/FIRST AID YEARS COACHING EXPERIENCE: 18 YEARS

GIRLS BASKETBALL - ANDRE SMITH DEGREE: CPR/FIRST AID YEARS COACHING EXPERIENCE

GIRLS GOLF - ALLEN UMBARGER DEGREE: CPR/FIRST AID YEARS COACHING EXPERIENCE

BOYS GOLF - ALLEN UMBARGER DEGREE: CPR/FIRST AID YEARS COACHING EXPERIENCE

BOYS VOLLEYBALL - JANNA CORBY-POTTER
DEGREE:GRAND CANYON UNIVERSITY
CPR/FIRST AID
GOLD MEDAL SQUARED
YEARS COACHING EXPERIENCE: 4

GIRLS VOLLEYBALL - JANNA CORBY-POTTER DEGREE:GRAND CANYON UNIVERSITY CPR/FIRST AID GOLD MEDAL SQUARED YEARS COACHING EXPERIENCE: 4

Lloyd C. Shockley

1910 Aztec Circle [] Corona, California 92879 [] (714) 290-1634 [] cashock.3@gmail.com Objective _____

Highly motivated professional with solid management experience seeking a challenging position in the field of Education and Athletics.

Profile

Insight and experience in directing a successful school administration and athletic program at the high school level. This includes Director of Operations, Site Coordinator, Athletic Director of nine competitive sports teams and the position of Head Football Coach. Solid experience in employee management, supervision and retention. Skilled at communicating with vendors, employees and organizations. Responsible for the successful cultivation and development of donors interested in supporting athletic programs resulting in a state-of-the art student athletic center.

Skills Summary

- ◆ Director of Operations
- ◆ Site Coordinator
- Successful development of curriculum and quality instruction within History and Physical Education.
- ◆ Varsity Football Coach in the Del Rey and Camino Real Leagues with an overall record of 26-25
- Development and execution of Off Season Football Program
- Develop Game Plans and Scouting Reports to prepare the team
- ◆ CPR Certified
- ◆ First Aid Certified

- National Coaches Lifetime Certification
- ◆ Alumni and member of the Pacifica High School Hall of Fame
- Member of CIF's Inaugural MVP AD class
- Donor and Fundraising Management
- Jupiter
- ◆ Plato
- ◆ Google Classroom
- ◆ Google Docs
- ♦ Microsoft Office Suite
- ◆ Education Edge
- ◆ Excellent Oral and Written Communication
- Strong Motivational and Leadership

Employment History

Scale Academy
14816 Central Ave. Chino, California
Director of Operations, Athletic Director & Site Coordinator
December 2016 - Present

Don Bosco Technical Institute
1151 San Gabriel Boulevard, Rosemead, California
Athletic Director & Head Football Coach
Also served as Social Science Teacher, Assistant Athletic Director, Assistant to the Dean of
Technology and Assistant Varsity Head Baseball Coach
February 1998 to November 2016

St. Pius X Parish Santa Fe Springs, California Faculty with emphasis on Science, History, Arts and Religion 1997-1998

Education			
	WHITTIER COLLEGE, WHITTIER, B.A. SOCIAL STUDIES		
	LONG BEACH CITY COLLEGE, LONG BEACH, A.A.		
Professional References			
	Available upon request.		

marlenagasper@gmail.com

Qualifications

Results-driven educator, administrator and leader offering success in promoting organizational growth, student autonomy and critical thinking, character education, increasing test scores, adequate yearly progress and college acceptance. Expert in instructional coaching and curriculum development.

Core Competencies

- Curriculum Development
- Stakeholder Relations
- Program Management
- Instructional Best-Practices / Coaching
 - Instructional Technology
- Large Scale Public Speaking
- Technology Integration

Professional Accomplishments – Arena of Education

SCALE LEADERSHIP ACADEMY, Chino, CA

2016 - present

Instructional Lead

- Consistently directs and monitors performance of teaching and counseling staff to ensure a solid curriculum that meets all charter school standards and regulations. Ensures an effective learning environment for all students. Reports regularly about progress and challenges to the Executive Director.
- Implements school-wide ESLR's at each learning facility. Collects supporting data and provides regular analysis of student results in critical thinking, reading and writing across the curriculum and mathematics. Works with the Executive Director to evaluate data and improve methods for a focused approach to benchmark student learning.
- Directs teachers to engage students in problem solving, critical thinking and other activities that make subject matter meaningful. Implements instructional and student evaluation tools approved by the Executive Director. Monitors and reports results.
- Instructs teachers on methods to provide self-directed, reflective learning for all students.
- Ensures effective instructional time that is evidenced in classroom format, consistent grading, contact, communication and monitoring.
- Establishes a climate that promotes fairness and respect with a focus on building capacity in teaching staff. Performance planning and personnel development.
- Evaluates students understanding of subject matter through observation of instruction. Ensures compliance with the School's Common Core Standards.
- Sets and articulates goals to teachers and counselors for effective student learning with clear objectives, expectations and regular communication.

LOU DANTZLER MIDDLE SCHOOL, Los Angeles, CA

2015 - 2016

ELA 7 Teacher, Grade Level Lead, Department Chair

- Daily Common Core correlated instruction.
- Mentor teachers on my grade level team.
- Implement school programs to continue to enhance school culture.
- Observe and coach fellow English teachers based on the ICEF Teacher Framework.

marlenagasper@gmail.com

TEACH Public Schools, Los Angeles, CA

2013 - 2015

Director of Curriculum, Instruction and Staff Development

- Construct the Framework and execute the instructional vision of the region.
- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management
- Oversee authorizer site visits, petition renewals and new petitions for developing schools within the region.
- Mentor new Principals
- Responsible for coaching teachers on instructional delivery and methods and classroom/ behavior management techniques
- Support School Leaders in developing staff development programming
- Responsible for managing student data systems
- Administration of scheduling and standardized assessments
- Make formal reports to the board of trustees and charter entity on student academic performance.

Interim Principal - TEACH Academy of Technologies

- Pursue the vision and execute the mission of the school
- As Head of School provide leadership and direction to all staff
- Supervise, observe and evaluate all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs
- Serve as liaison to the Board of Trustees, including providing formal and informal reports to the Board and charter entity;
- Prepare materials in conjunction with Director of Finance and Operations for Board meetings,
 including student academic achievement data based on comparative and longitudinal measures
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Ensure proper budgeting, accounting, auditing, and financial planning

7/8 English Teacher – TEACH Academy of Technologies

 Conceptualize daily lesson plans leveraging the use of technology, multimedia, and social media websites to enhance instruction.

PREMIER EDUCATIONAL STAFFING, Los Angeles, CA

2011 - 2013

Solutions Coordinator

- Manage over 150 school accounts and a staff of 60 teachers.
- Coordinate daily substitute assignments.
- Train new staff, data entry and troubleshooting as necessary.

KIPP ACADEMY OF OPPORTUNITY, Los Angeles, CA

2006 - 2011

Director of High School Placement and Alumni Affairs

- Develop and maintain relationships with over 200 high schools nationwide.
- Use of Salesforce for management of student information.
- Secured over 6.5 million in scholarships for high school students over 4 years.
- Manage financial budget for high school and college counseling department and supervise High School Information Assistant.

marlenagasper@gmail.com

- Manage Mentor Program of sixty-five students and twenty mentors, thus influencing our presence in the community.
- Design and teach the High School Placement course for 7th and 8th graders.
- Meet with the seventh and eighth grade to inform students on placement opportunities in rigorous independent, charter, parochial, public magnet, and boarding schools following their attendance at KAO.
- * Compose comprehensive, specific, and informed letters of recommendations for each student in the senior class.
- Partner with faculty and parents to clarify the students' personal and educational goals.

Lower School Dean / Lower School ELA Coach

- Drive results through effectively coaching instructors on lesson planning and delivery.
- Enforce a standard of high expectations and manage stakeholders while maintaining a constant student focus.
- Establishes and maintains relationships with high schools, colleges, community organizations, and other schools to coordinate educational services.
- Spearheaded a highly effective character education/critical thinking dispositions program, resulting in a drastic drop in disciplinary referrals.

Grade Level Chair

- Provide leadership in developing, implementing, and evaluating administrative goals for the grade level.
- Administer school policies and regulations related to academic integrity, curriculum, attendance, and discipline.
- Collaborate with administrative teams to discuss and explore culturally relevant pedagogy.
 - Primary point-of-contact for questions, concerns, and conflict resolutions between teachers and students.

English Teacher/Curriculum Design/ Upper School Writing Teacher

- Participate in 5 8 curriculum development, prepare course objectives and outlines, create and teach thematic units.
- Garner high commendations for quality classroom teaching, innovative lesson plans, instructional materials, and inventive student assessments.
- Conceptualize daily lesson plans leveraging the use of technology, multimedia, and social media websites to enhance instruction.

BRONX PREPARATORY CHARTER SCHOOL, Bronx, NY

2003 - 2006

Special Educator / General Educator

- Participate in 5 6 curriculum development for students with special needs.
 - Garner high commendations for quality classroom teaching, innovative lesson plans, instructional materials, and inventive student assessments.
- Conceptualize daily lesson plans leveraging the use of technology, multimedia, and social media websites to enhance instruction.

marlenagasper@gmail.com

HARRY DANIELS PRIMARY CENTER, Roosevelt, NY Teacher Assistant

2002 - 2003

- · Support lead teacher with classroom responsibilities.
- · Tutor individual students as necessary.

LONG ISLAND UNIVERSITY: WRITING CENTER, Brooklyn, NY Writing Tutor

2000

- Received a Graduate Teaching Assistantship to work in the campus Writing Center.
- Responsibilities included reviewing expository writing skills, reviewing the writing process as well as the principles and methods of effective composition.
- Responsible for 1 hour sessions with students once a week for the duration of the semester.
- Monthly evaluation reports, semester evaluation reports and bi-weekly training meetings.
- Complimented the classroom instruction with student-centered, student-directed tutoring, using composition theory and technology.

Educational Background

National Louis University, Chicago, IL M.Ed. Administration & Supervision

Long Island University, Brooklyn, NY M.A. Creative Writing

South Baylo University

M.S.A.O.M – Traditional Chinese Medicine

Touro College, New York, NY M.S. Special Ed & General Ed

Morgan State University, Baltimore, MD B.A. English – Creative Writing

LaGuardia Community College, LIC, NY A.A. Liberal Arts

Credentials

CALIFORNIA

- Clear Multiple Subject
- Clear Single Subject English
- Preliminary Administrative Services Credential pending

NEW YORK

- Students With Disabilities (5-9), Generalist
- Students With Disabilities (1-6), Generalist
- English Language Arts 7-12
- Generalist In Middle Childhood Education (5-9)
- Childhood Education (1-6),



CIF Southern Section Application for Membership 2018-19 School Year

ALL INFORMATION MUST BE TYPED

Name of School: Gorman Learning Charter Network San Bernard	lino-Santa Clarita	
Street Address: 16530 Lost Canyon Rd.		
City and Zip Code: Canyon Country, 91387		
School Telephone: 661-600-7276	Athletic Telephone: 661-383-6993	
Fax _909-793-5964		
School Website: www.gormanlc.org		
Type of School (Check where applicable)		
(X)-Grades 9-12 Grades 10-12 (X)-Public Private	(X)-Coed All Boys All Girls	
Number of Students per Grade (Current Year) 9 th 10	th <u>35</u> 11 th <u>35</u> 12 th <u>20</u>	
Total Number of Current Year Students125-150		
Anticipated Future Enrollment 3 Years Hence5 Years Hence		
New Public High Schools under Construction – Planned Opening Date		
Charter Schools Only – Chartering District/Institution <u>Lucerne</u>	Valley School District	
Athletic Program Goals and Objectives		
Providing an opportunity for student-athletes to fully recognize that athletics we will strive to foster an environment based upoperseverance, hard work among a number of other beneficial real	n integrity, leadership, sportsmanship, communication,	

Athletic Administration

Name of Principal: Denise Burchett

Principal's email: dburchett@gormanlc.org

Name of Athletic Director: Donald Smith

Athletic Director's email: dsmith@gormanlc.org

Accreditation

WASC (Western Association of Schools and Colleges)

Southern California Office – 11590 West Bernardo Court, Suite 210. San Diego, CA 92127-1602

Name and Address of Accrediting Organization

Facilities

Sport	Practice Facility	Game Site and Location
Cross Country- B/G(fall)	Central Park	Central Park/College of the Canyons
Volleyball - G (fall)	On-Site (Gorman Learning Charter)	Legacy Volleyball Club
Basketball – B/G (winter)	On-Site (Gorman Learning Charter)	LAVA Gymnasium
Soccer – B/G (winter)	Central Park	Central Park
Baseball – B (spring)	Central Park	Central Park/Hart Baseball Field
Softball - G (spring)	Central Park	Central Park/Hart Baseball Field
Volleyball – B (spring)	On-Site (Gorman Learning Charter)	Legacy Volleyball Club

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		A STATE OF THE STA	00	Soccer	V	V
	Football				Traditional Competitive Cheer		
	Golf	1885 S. J. S.			Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball	NAME OF STREET	V				
	Water Polo	T. TE MILLINE	(Major the				

			-
Spring	Badminton		2.12.21.27.22.22.22
	Baseball	V	
	Competitive Sport Cheer		
	Golf		
	Gymnastics		
	Lacrosse		
	Softball		V
	Swimming/Diving		*
	Tennis		公司 (1955)
	Track/Field	V	V
	Traditional		
	Competitive Cheer		
	Volleyball	V	

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 October 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:

Commissioner of Athletics

CBEDS

County/District Information (CDIF)
October 2017

California Basic Educational Data System California Department of Education

District: Gorman Elementary

	County	District	School
CDS Code	19	64584	1996305

A. Full Time Equivalent of Classified Staff

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school, district office or county office of education. For example, report full-time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should NOT use this form to report classified staff. Instead they are to report classified staff on the SIF.)

		Male				Female												
		American Indian or Alaska NativeTwo or More Races, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino, of Any Race	African American not Hispanic, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latina, of Any Race	African American not Hispanic, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	Totals
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(I)	(m)	(n)	(o)	(p)	(q)
1	Paraprofessional	0.00	0.00	0.00	0.00	1.00	0.00	5.50	0.00	0.00	0.20	0.00	0.00	1.50	0.00	20.48	2.00	30.68
2	Office/Clerical Staff	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00	0.50	6.00	0.00	17.5
3	Other Classified Staff	0.00	0.00	0.00	0.00	6.50	2.50	13.10	0.00	0.00	0.00	0.00	0.00	3.70	3.50	23.20	1.00	53.5

B. Estimated Number of Teacher Hires (2018 - 19)

For classroom teaching and specialist positions only. Report in full-time equivalents (FTEs) to one decimal place. (Do not include administrative, guidance, media, library, health service, or classified positions)

	Subject Area	Estimate Number of Teacher Hires		Subject Area	Estimate Number of Teacher Hires
1	Agriculture	0.0	12	Music	0.0
2	Art	0.0	13	Physical Ed	0.0
3	Bilingual Education	1.0	14	Physical Science	1.0
4	Business	0.0	15	Reading	1.0
5	Dance	0.0	16	Self-contained Classes	0.0
6	English	1.0	17	Special Education	2.0
7	Foreign Language	0.0	18	Social Science/Studies	0.0
8	Health Education	0.0	19	Drama/Theater	0.0
9	Home Economics	0.0	20	Trades and Industrial Arts	2.0
10	Life Science	1.0	21	Other Specializations	0.0
11	Mathematics	1.0			

Denice L. Burchett Executive Director Gorman Learning Charter Network

dburchett@gormanlc.org

Instructional Leader Philosophy An instructional leader should work to promote growth in student learning and instructional quality for the school. An instructional leader should be a team builder, motivator, supportive, encouraging, and help people to grow in their profession. My goal as an instructional administrator would be to fulfill the implementation of these goals.

Education

10/2011 – 12/2012 California State University San Bernardino

Masters of Education-Educational Administration

9/1994 – 12/1997 California State University San Bernardino

BA in Sociology

9/1990 – 6/1994 Mt. San Antonio College Walnut, Ca

Associate of Science

Credentials

Clear Multiple Subject Teaching Credential MSAT - Passed 9/22/2001

• RICA - Passed 6/8/2002 • CBEST - Passed 1996

Administrative Services Credential

Completed Tier 1 - 8/2012 Tier 2 – Not completed yet

Professional Experience

Gorman Learning Charter Network – Executive Director

4/2014-Present Redlands, CA

Gorman Learning Center – Director of Academics

7/2011-Present Redlands, CA

Gorman Learning Center – Director of Instruction

6/2007- 7/2011 Redlands, CA

Gorman Learning Center – Educational Resource Advisor

8/2002- 6/2007 Redlands, CA

Gorman Learning Center – Independent Study Teacher

6/1999- 8/2002 Redlands, CA

Related Experience

Grades 1-2, Sunday School Teacher, Rancho Christian Center

Duties include: - Curriculum Development

- Teaching

Denice L. Burchett Executive Director Gorman Learning Charter Network

dburchett@gormanlc.org

Other Achievements

8/2001 - Started the Rancho Cucamonga Resource Center.

8/2001-6/2003 - Taught Algebra 1 at the Rancho Cucamonga Resource

Center.

9/2012 - Participated in mock interviews for students in the Educational

Administration Program at CSUSB, as an interviewer.

4/2014 - Completed the Curriculum & Instructional Leaders Academy with

(ACSA) Association of California School Administrators

8/2014 - Member of the APLUS+ Advisory Council

4/2018 - Expanded Gorman Learning Center into Gorman Learning Charter

Network, adding a second charter school to our network

Core Competencies

Administrative management, leadership, staff/teacher training, team building, communication, conflict resolution, instructional strategies, academic

planning, curriculum & instruction, testing, CALPADS, WASC and

compliance.

Donald J. Smith
Director of Athletics
Gorman Learning Charter Network

Dsmith@gormanlc.org

Athletics Philosophy

As head of the athletics department at Gorman Learning Charter Network I strive to promote an environment predicated on student growth, healthy competition, and developing a number of beneficial character traits.

Education

7/2009 – 5/2011 College of the Canyons

8/2011 – 5/2012 SUNY Purchase White Plains, NY

8/2012 – 5/2013 Cal State University Northridge

Associate of Liberal Arts

Professional Experience

Gorman Learning Charter Network – Facilitator

8/2015 – Present Santa Clarita, CA

Gorman Learning Charter Network – Director of Athletics

8/2015 – Present Santa Clarita, CA

Gorman Learning Charter Network – Coach

8/2015 – Present Santa Clarita, CA

SCAIL Board Member (Santa Clarita Athletic Independent League, K-8)

8/2015 – Present Santa Clarita, CA

Related Experience

College of the Canyons - Basketball Summer Camp Coordinator, Grades K-12

Duties Include: Management of player sign-ups Coordination of daily camp activities

Teaching/Coaching

Donald J. Smith Director of Athletics Gorman Learning Charter Network

Dsmith@gormanlc.org

SCAIL – Santa Clarita Athletics Independent League Director

Duties Include: Management of player sign-ups

Facility/Referee Reservation

Facility Management

Jersey orders

Conflict Reslution

Finances of Sports Program

Ten Years Coaching basketball, soccer, volleyball, and football

Other Achievements

2/2011 – College of the Canyons – Men's Basketball – 2-Year Starter

2/2011 – College of the Canyons – 1st Team All WSC (Western State Conference)

5/2011 – Lee Smeltzer Award Winner – Awarded to player with combined highest GPA and PPG average.

12/2011 - SUNY Purchase - Men's Basketball - Starter

3/2011 – Skyline Conference First-Team Nominee

Core Competencies

Administrative Management, Athletics/Coaches Training, Seasonal/Yearly Athletics Planning, Yearly State physical Education Training, Conflict Resolution, Team Building, School Spirit Promotion, Communication

Coaching Qualifications

Joshua Benham

- -Multiple years of coaching children ages Kindergarten through High School
- -Coach of multiple sports, including: Basketball, Soccer and Football
- -Multiple years of working with children as a math instructor and tutor
- -Lead tutor at the Santa Clarita Resource Center
- -Previous Accounting Manager at C&F Foods, Inc.

Edward Montoya

- -20 + Years of coaching K-8th grade
- -15 years as Elementary and Middle School Athletic Director for Pinecrest Schools Canyon Country.
- -Played a roll in Saugus High School Football, Warrior Football and YMCA youth basketball.
- -Capable of coaching multiple sports: Basketball, Football Soccer and Volleyball.
- -I pride myself on communication skills with Athletes, Parents and School staff.
- -Although winning games and Championships are great, my agenda as a coach is to mentor a team to positive goals, teamwork and most of all practice good sportsmanship.

Kristen Alderson

- Member of the National Alliance for Youth Sports Certified in Volleyball
- 10 years of playing experience including Buena High School Volleyball
- Santa Clarita City league coach Minors division
- Certified in youth sports concussion precaution through CDC
- Volunteer Coach Gorman Learning Center 2017-2018 school year

Mitchell Weber

- 15 years playing experience including Saugus High School Basketball and Volleyball
- Santa Clarita Valley Summer Camp Coordinator (3 years)
- Experience tutoring and teaching child

2017-2018 Gorman Learning Center Guide to A-G Requirements We have many more options for A-G approved in-house classes which will benefit our students as they matriculate and start lives as young adults.

This change is possible because of a change in submission policies within the UC articulation unit itself. This guide is to make sure that you, as ISTs, understand the process of a student wanting to complete the A-G requirements and all that entails.

This guide contains the following information for the 2017-2018 school year.

Section 1. Graduation Requirements for A-G students and Grad Planning

Section 2. A-G Course choices from the approved list for Gorman Learning Center

Section 3. Approved A-G Text choices

Section 4. Course Titles in PLS

Section 5. Instructional Practices for A-G classes

Section 6. Your responsibilities as the IST

Section 7. Appendix – forms, etc

Section 1

Graduation Requirements for A-G Students and Grad Planning

You have a student doing A-G classes! Congratulations!

These classes are designated for students that are looking to apply as freshmen to a California University or a University of California. This guide will help you and your student plan their high school academic program.

UC refers to the University of California. This system has an articulation unit that reviews course descriptions high schools submit for review and approval to fulfill the requirements of subject, standards, and instruction. For a student to receive UC (or A-G) designation for the classes they take, that class needs to have been reviewed and approved for that school for that year and in that school's UC portfolio of approved classes. In this guide there is a section that has a list of the approved online and in-house courses approved for Gorman Learning Center for the school year of 2017-2018.

A-G is simply a list of subjects listed by letter designation that are required to be completed by the student wishing to apply to a California University for their freshman year. Our courses are to be designated as A-G on the Master Agreement. The categories are as follows with the number of years of classes minimally required:

a. <u>History/social science</u> 2 years

b. <u>English</u> 4 years

c. <u>Mathematics</u> 3 years (4 Recommended)

d. <u>Laboratory science</u> 2 years (3 Recommended)

e. <u>Language other than English</u> 2 years (of the same language/3 Recommended)

f. <u>Visual and performing arts</u> 1 year

g. <u>College-preparatory elective</u> 1 year

(chosen from the subjects listed above or another course approved by the university)

UC MINIMUM ADMISSION REQUIREMENTS

All applicants will receive a full review of their applications to ensure they meet the following requirements:

•Subject requirement:

15 college-preparatory ("a-g") courses, with 11 of those done by the beginning of 12th grade. Eleven of the 15 required courses must be completed prior to the beginning of 12th grade or the last year of secondary school. No particular course pattern is required, except for students who are considered in the local context. Courses completed in the summer after 11th grade will be counted. Seven of the 15 required courses must be taken in the last two years of secondary school.

Furthermore, some courses taken in seventh and eighth grades can count towards this number. Courses in mathematics and languages other than English (or a foreign language for international students) completed in the seventh and eighth grades with grades of C or better may be counted toward the subject requirement if they were high school level courses. http://admission.universityofcalifornia.edu/counselors/files/quick-reference-2015.pdf A math course (e.g.,algebra) taken over three or four semesters is acceptable; however, it will earn only one year of credit.

•GPA requirement:

GPA of 3.0 (3.4 for nonresidents) or better, weighted by a maximum of eight semesters of honors points is required.

All campuses use the same method of calculating a preliminary grade point average for the purpose of determining whether a student meets or exceeds the minimum GPA required for freshman admission. We calculate the GPA based on all A-G subjects completed in grades 10 and 11, including summer terms following grades 9, 10 and 11. Grades earned for courses completed in grade 9 are not counted in the GPA; however, those courses may be used to meet the subject requirement if they were completed with a grade of C or better.

We assign extra grade points for successfully completed A-G approved honors-level (for California high schools) and designated Advanced Placement and International Baccalaureate courses, and also for transferable college courses in the A-G subjects.

Students may earn up to eight semesters, or four years, of honor points with no more than four semesters, or two years, of credit for courses completed in grade 10. It is acceptable for students to complete more than eight semester of honors courses, but no more than eight extra points will be computed into the GPA. Grades of D and F are not assigned extra points.

UC-transferable college courses with 3 (or more) semester units or 4 (or more) quarter units in any A-G subject area will receive UC honors status. Designated non-transferable college courses in English and mathematics may fulfill the A-G subject requirements, but will not carry the extra honors weight when calculating the UC GPA.

To determine whether a California community college course will satisfy the A-G subject requirements, search for the college's <u>A-G course list</u>.

• Exam requirement:

ACT with Writing or SAT, completed by December of the final year of secondary/high school (The SAT changed in March 2016. Students applying for fall 2017 admission may take the current SAT or the redesigned test, but in either case they must take the essay portion.)

Students must take the ACT with Writing or the SAT by December of the final year of secondary/high school.

Parents and students are responsible for registering and paying for these tests. Go to www.collegeboard.org for the SAT and www.act.org for the ACT to do so.

FACTORS CONSIDERED IN COMPREHENSIVE REVIEW (for admission to UC)

Admissions staff assess students' academic achievements in light of the opportunities available to them and their demonstrated capacity to contribute to the intellectual life at UC. The 14 factors considered are:

- •Academic grade point average in all completed A-G courses, including additional points for completed UC-designated honors courses
- •Scores on the ACT with Writing or SAT with Writing
- •Number of, content of and performance in academic courses beyond the minimum A-G requirements
- •Number of and performance in approved honors courses, Advanced Placement courses, International Baccalaureate courses and transferable college courses
- •Identification by UC as ranking in the top 9 percent of the student's high school class (eligible in the local context, or ELC)

- •Quality of a student's senior-year program, as measured by the type and number of academic courses in progress or planned
- •Quality of the academic performance relative to the educational opportunities available in the student's high school
- •Outstanding performance in one or more academic subject areas
- •Outstanding work in one or more special projects in any academic field of study
- •Recent, marked improvement in academic performance, as demonstrated by academic GPA and the quality of coursework completed or in progress
- •Special talents, achievements and awards in a particular field, such as visual and performing arts, communication or athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the student's promise for contributing to the intellectual vitality of a campus
- •Completion of special projects undertaken in the context of a student's high school curriculum or in conjunction with special school events, projects or programs
- •Academic accomplishments in light of a student's life experiences and special circumstances, including but not limited to: disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status or veteran status.
- Location of a student's secondary school and residence

Section 2

A-G Course Online choices

from the approved list for Gorman Learning Center

Gorman Learning Center Approved A-G Online Courses for 2017-2018. Continue to check this list in the google doc version of this guide. It will be continually updated through September 15th of each year which is the close of approval status for current classes in any given school year.

History

Fuel Ed:

American Government

AP European History

AP Government and Politics United States

AP World History US Government and Politics (comprehensive)

US Government and Politics (core)

World History

Accelerate Education:

American Government

American History

Honors American History

Honors World History

World History A&B

National University:

American Government

AP European History

AP Government and Politics United States

AP United States History World History A/B

English:

Fuel Ed:

American Literature

AP English Literature and Composition

AP English Language and Composition

British and World LanguA-Ge

Comprehensive British and world Literature

Honors - English 1 English 2 English 3 English 4

Honors American Literature

Accelerate Education:

Honors Language Arts 10

Honors Language Arts 11

Honors Language Arts 12

Language Arts 10

Language Arts 11

Language Arts 12

Language Arts 9 A&B

Language Arts 9 Honors

National University:

AP English Language and Composition

AP Literature and Composition

English 10 A&B

English 11 A&B

English 12 A&B

English 9 A&B

BYU Independent Study:

Eleventh Grade English part 1 Eleventh Grade English part 2 Ninth Grade English part 1 Ninth Grade English part 2 Tenth Grade English part 1 Tenth Grade English part 2 Twelfth Grade English part 1 Twelfth Grade English part 2

Math

Fuel Ed:

Algebra 1

AP calculus AB

AP Calculus BC

Calculus

Geometry

Honors Geometry

Integrated Math 1

Integrated Math 2

Pre Calculus

Trigonometry

Accelerated Education:

Algebra 1 AB

Algebra 2 CC

Geometry Common Core

Honors Algebra 2

Integrated Math 1

Integrated Math 2

Pre-Calculus

Trigonometry

National University:

Algebra 1 A/B Algebra 2 AB AP Calculus AB AP Calculus

Geometry AB

PreCalculus AB

K12, Inc.:

Probability and Statistics
Developmental and Continuing Algebra 1

OdysseyWare, Inc:

Geometry

Electives

Fuel Ed:

AP Macroeconomics

AP Microeconomics Economics Gothic Literature:Monster Stories

History of the Holocaust

Honors Economics

International Business: Global Commerce Sports and Entertainment Marketing

Accelerate Education:

Art Appreciation

Economics

Foreign Language

Fuel Ed:

Chinese 1

Chinese 2 Competency Fluency

German 1 Competency

German 2 Competency

Accelerate Education:

Chinese 1 Competency

Competency French 1

Competency French 2

Competency French 3

Spanish 1

Spanish 2 Spanish 3

National University Systems:

Spanish 1 AB

Spanish 2 AB

Spanish 3 AB

BYU:

Introduction to Chinese part 1 Second year Chinese part 1 Second year Chinese part 2

Section 3 Approved A-G Text Choices for In-house A-G Courses

These courses have lesson plans written by GLC subject expert teachers in PLS.

Math Texts for In-House A-G Courses 2017-2018:

PLS Title	Publisher	Copyright Date	ISBN
GLC 17-18 A-G Algebra 1, Big Ideas Math, HMH, 2015	Big Ideas	2015	9780544585669

GLC 17-18 A-G Algebra 1, Glencoe- McGraw Hill, 2014	Glencoe	2014	9780076639236

PLS Title	Publisher	Copyright Date	ISBN
GLC 17-18 A-G Geometry, Big Ideas Math, HMH, 2015	Big Ideas	2015	9780544585843
GLC 17-18 A-G Geometry, Glencoe- McGraw Hill, 2014	Glencoe	2014	9780076639298

PLS Title	Publisher	Copyright Date	ISBN
GLC 17-18 A-G Algebra 2, Big Ideas Math, HMH, 2015	Big Ideas	2015	9780544586024
GLC 17-18 A-G Algebra 2, Glencoe- McGraw Hill, 2014	Glencoe	2014	9780076639908

English Texts for In-House A-G Courses 2017-2018

PLS Title	Publisher	Title	ISBN
GLC 17-18 A-G English 9, My Perspectives, Pearson, 2017	Pearson	My Perspectives 9 SE	9780133339789
	SCRC	No primary course text	
	SCRC	No primary course text	

	SCRC	No primary course text	
GLC 17-18 A-G English 10, My Perspectives, Pearson, 2017	Pearson	My Perspectives 10	
GLC 17-18 A-G English 11 American Lit, My Perspectives, Pearson, 2017	Pearson	My Perspectives American Literature	
GLC 17-18 A-G English 12 British- World Lit, My Perspectives, Pearson, 2017	Pearson	My Perspectives British and World Literature	
Language of Literature			
Language of Literature			

Social Studies Text for In-House A-G Courses 2017-2018

PLS Title	Publisher	Text	ISBN	Copyright
GLC 17-18 A-G Modern World History, Pearson, 2016	Pearson	World History: The Modern Era	9780328880478	2016
GLC 17-18 A-G US History and Geography, McGraw Hill, 2014	Glencoe	United History and Geography	9780076608652	2014

GLC 17-18 A-G United States Government: Democracy in Action, Glencoe, 2013	Glencoe	United States Government: Democracy in Action ISBN 9780078799822	2010
GLC 17-18 A-G Understanding Economics, McGraw Hill, 2016	McGraw Hill	Understanding Economics ISBN 9780076643448	2016

Science Texts for In-House A-G courses 2017-2018:

PLS Title	Publisher	Text	ISBN	Copyrights
GLC 17-18 A-G Earth Science w- Lab, Glencoe, 2013	Glencoe	Earth Science: Geology, the Environment, and the Universe	SE (2013) 9780076587131 SE (2017) 9780076774289	2013 & 2017
GLC 17-18 A-G Biology w-Lab, Glencoe-McGraw Hill, 2017	Glencoe	Biology	SE (2017) 9780076774913 SE (2012) 9780078945861	2012 & 2017

GLC 17-18 A-G Chemistry w-	Pearson	Chemistry	9780133172539	2012
Lab, Pearson, 2012				

GLC 17-18 A-G Physics: Principles and Problems, McGraw Hill, 2016	McGraw Hill	Physics: Principles and Problems	SE 9780076774760	2016
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Language other than English A-G Courses 2017-2018

GLC 17-18 A-G Spanish 1, Asi se dice, McGraw Hill, 2014	McGraw Hill	Asi se Dice 1	SE 9780021367474	2014
GLC 17-18 A-G Spanish 2, Asi se dice, McGraw Hill, 2014	McGraw Hill	Asi se Dice 2	SE 9780021412648	2014
GLC 17-18 A-G Spanish 3, Asi se dice, McGraw	McGraw Hill	Asi se Dice 3	SE 9780021412617	2015

Hill, 2015		
11111, = 0 = 0		

Electives Texts for In-House A-G courses 2017-2018:

PLS Title	Publisher	Text	ISBN	Copyright
GLC 17-18 A-G Foundations in Personal Finance, Ramsey Education Solutions, 2014	Lampo Group, Inc.	Foundations in Personal Finance HS Edition	9781936948185	2014

VAPA UC Approved Classes: Beginning Piano, Choir, and Voice

Section 5 Instructional Practices for A-G classes

UC faculty has established criteria for non classroom-based/independent study schools to establish and maintain an A-G course list. UC respects independent study schools' unique circumstances and these requirements are designed to ensure their A-G approved courses meet faculty standards for college-preparatory coursework.

Independent study school

The University's policy on non classroom-based/independent study schools applies to any public, charter or private high school in which at least half of the students receive 80 percent of their instruction off campus.

Institutional requirements

Non Classroom-based/independent study schools are expected to meet the following criteria to maintain an A-G course list and offer A-G approved coursework:

 Students are expected to spend at least one hour per week per A-G course engaged in interactive instruction and/or academic tutoring/advising. This instruction and/or support may be provided onsite or through virtual means. (except for science labs those require in person instruction. This instruction doesn't have to be a credentialed teacher, but it cannot be a parent either. Students not attending an RC class can fulfill this with a tutor or a vendor for the particular subject). For the 2017-2018 school year, Gorman Learning Center is piloting their own Virtual Resource Center (VRC) to help fulfill this requirement for a few classes. Please find the schedule for the VRC under REsource Centers information. Students taking an approved A-G course are expected to have regular access (i.e., at least weekly) to a teacher who is a **subject expert teacher** in that subject area (secondary credential or HET-Highly Effective Teacher), whether in person or by phone or email. The teacher should be available to answer students' questions about curriculum, explain assignments and provide feedback on student work.

- Students taking an approved A-G course should receive prompt responses to inquiries (i.e., by the end of the following school day), whether in person or by phone or e-mail, from a qualified staff member.
- Students should be assessed to ensure mastery of the content standards. Acceptable
 assessments include, but are not limited to, tests, essays, projects, research papers,
 presentations and exams. All courses must require a final exam or a significant final
 project.
- Major assessments (i.e., unit tests, final exams) shall be proctored by a qualified professional (e.g., a school teacher, administrator, counselor or paraprofessional who fulfills an instructional role, librarian, university personnel or test center administrator).
- Student work shall be evaluated by an impartial professional who has been actively involved in the student's learning process. This should be the student's IST. http://www.ucop.edu/A-Gguide/updating-your-course-list/school-district-program/non-classroom-based/index.html

Section 6 IST Responsibilities As the IST with this information and your personal contact with the student and the family, you are in the position to help with the planning of the high school career. The following is a checklist to which to refer.

- 1. Hold initial planning meeting choosing which high school requirements that the students would like to complete
- 2. Explain the A-G requirements
- 3. Plan in pencil, using Course Planning Sheet-paying attention to the guidelines of A-G
- -choose texts and classes approved
 - -explain the weekly hour requirement
- -explain the proctoring of quizzes and tests by a paraprofessional
- -provide the family with the email address to the HET for each A-G course subject
- 4. Place correct classes on the Master Agreement with the current approved A-G text choosing the correct coded title from the drop down menu at the top of the add a class page in PLS
- 5. Assess all work each learning period
- * Make sure all four "legs" of each A-G classes are in place all year:
 - Use approved text and lesson plans
 - One hour interactive instruction weekly per class
 - HET access information available
 - Tests, quizzes proctored by school personnel (RC facilitators are fine)

*Remember: Honors classes are A-G classes and require the same four "legs"

Appendix

From: UC High School Articulation <HSArticulation@ucop.edu>

Date: May 6, 2016 at 3:44:51 PM PDT

To: "amccollum@gormanlc.org" <amccollum@gormanlc.org>

Subject: RE: Science Labs for Independent Study

Dear Amy McCollum,

The laboratory science criteria does not necessarily require that a highly-qualified or credentialed teacher oversee the laboratory activities, but the individual supervising the labs must be qualified to assist students in completing the labs and answer any questions as needed. This "teacher" can also not be a student's parent, even if the parent has a degree or a credential in the subject area.

In addition, as a reminder, students taking an approved "a-g" course are expected to have regular access (i.e., at least weekly) to a teacher who is a subject expert teacher in that subject area, whether in person or by phone or email. That is, students taking your lab science courses will still need access to a highly-qualified or credentialed science teacher, either by phone or in-person, throughout the course.

If you have any additional questions, please feel free to contact us A-Gain.

Sincerely,

High School Articulation
Office of Undergraduate Admissions
University of California Office of the President

Dear Amy McCollum,

Thank you for contacting the High School Articulation unit.

It is not required that the individual who the student spends at least one hour per week per "a-g" course engaged in interactive instruction and/or academic tutoring/advising be a High Qualified Teacher.

However, beyond the requirement of spending at least one hour per week engaged in tutoring or instruction, the student is expected to have regular access to a teacher who is a "subject expert teacher" in that subject area, whether in person or by phone or email, to answer students' questions about curriculum, explain assignments and provide feedback on student work. A "subject matter expert" teacher as defined by the University's independent study policy is an instructor who has taught in a particular subject area for at least three years at the high school or postsecondary level OR has a teaching credential and a bachelor's or advanced degree in the subject area OR has been certified as a Highly Qualified Teacher under the federal No Child Left Behind Act.

If you have any additional questions, please feel free to contact us A-Gain.

Sincerely,

High School Articulation
Office of Undergraduate Admissions
University of California Office of the President

From: **UC High School Articulation** < HSArticulation@ucop.edu>

Date: Tue, May 24, 2016 at 11:36 AM

Subject: RE: Transcript Codes

To: Amy McCollum <amccollum@gormanlc.org>

Dear Amy McCollum,

Thank you for contacting the High School Articulation unit.

To clarify, you are referring to your course's codes, not their transcript abbreviation/title. If so, course codes are not used to identify "a-g" courses on the student's transcript – just the transcript abbreviation/title – however, many schools find it helpful to keep these codes up-to-date on their "a-g" course list for their own use as many schools and districts better identify their courses by code, rather than by transcript title.

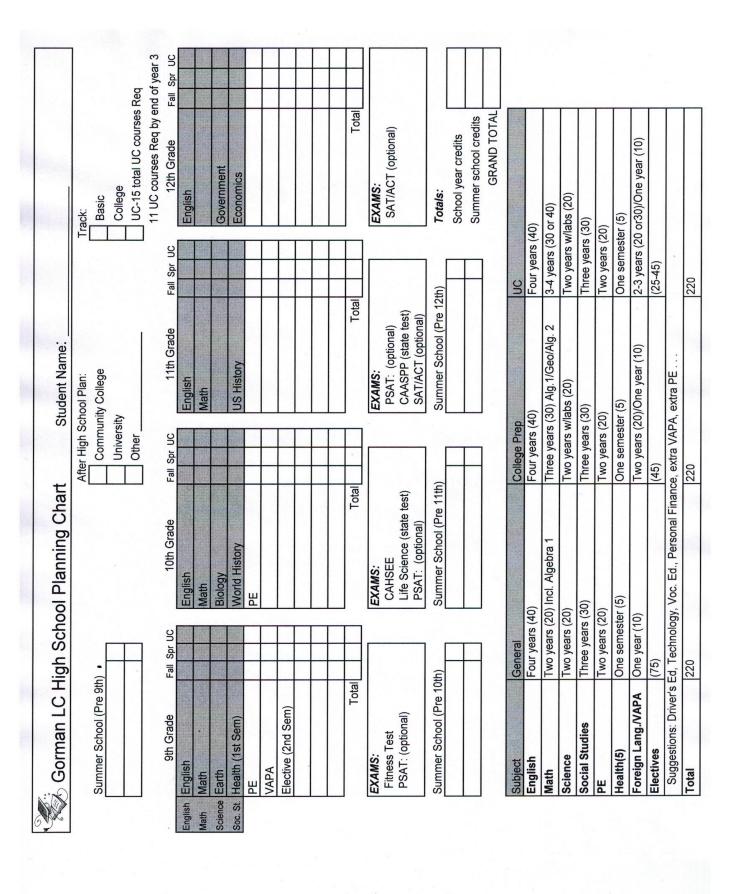
If you have any additional questions, please feel free to contact us again.

Sincerely,

High School Articulation
Office of Undergraduate Admissions
University of California Office of the President

High School Planning Chart with A-G boxes

https://docs.google.com/spreadsheets/d/1Ebvu8lFdn9WDs0ZQqlDoYSDId2lM-54fgUh_7cBdlDs/edit#gid=624362496





Santa Clarita Resource Center Student and Parent Guideline

Mission

GLC offers a personalized program of study by focusing on challenging academic standards and forming partnerships between dedicated professionals and families. It emphasizes individualized student learning plans driven by interest, innovation and flexibility.

SCRC Class Enrollment

Enrollment in the resource center is an optional part of our program meant to enrich the learning process. Appropriate placement in resource center classes will be evaluated by the IST and parents. Enrollment should be considered a privilege and is not open to students with past disciplinary problems. Students who have been suspended or expelled from their previous school may not attend the resource center until a one semester probationary period has passed and the student's IST has written a letter of

16530 Lost Canyon Rd.

Canyon Country Ca 91387

661-600-7276

Resource Center Supervisor- Julie Malchus

jmalchus@gormanlc.org

Supervisor Assistant – Amanda Mink

amink@gormanlc.org

Office Hours:

Monday- Friday 8:00 - 4:00

gormanlc.org

Visit GLC Santa Clarita on Facebook!

recommendation to the RC supervisor. Students may only attend classes for which they are enrolled. Enrollment or withdrawal decisions must be made by the IST.

Class Expectations for Reporting Classes

Students who are enrolled in reporting classes are expected to turn in all assigned work on time. These classes include:

- All 6th 12th grade Math and English
- All 9th 12th grade Science and Social Studies (History, Personal Finance, Gov/Econ)
- All 9th 12th grade Foreign Language and some Electives

For these classes, resource center facilitators will be submitting all scores and participation in classes via GLC's Classroom Management System (School Pathways).

IST's and parents will have access to view these reports on a weekly basis through the Student Portal using their individualized username and password given by the IST.

Any late assignments turned in after the resource center learning period is over, *must be* turned in to the IST, not the resource center facilitator.

Academic Probation

Students who do not complete at least 75% of assignments will be placed on academic probation and a second offense with in a semester may result in loss of resource center privileges.

First Offense: Letter emailed to IST and parent

<u>Second Offense</u>: Meeting with IST, parents, and resource center Supervisor. Possible loss of resource center class privileges or other disciplinary action.

Conduct and Discipline

Students who do not adhere to the following are subject to disciplinary action:

- Students are expected to be in a class or designated lunch area while on campus; this includes staying in class for study hall
- They are expected to be respectful of other students, all staff, and school property
- Students should refrain from disrespectful and/or crude language, gestures, or attitudes
- Students participating in violence, threat of violence, discrimination, or bullying (including electronic) will be subject to disciplinary action due to our Zero Tolerance Policy
- Students should refrain from any inappropriate physical contact including excessive public displays of affection

The following items should not be brought to school as they may result in expulsion from the resource center:

- Weapons including knives, firearms, or any items used for violence
- Incendiary items including fireworks, explosives, matches or lighters
- Drugs (legal or illegal) and alcohol including but not limited to cigarettes, e-cigarettes, and vapor pipes
- Any materials that contains indecent or sexual content (including electronic)

Discipline Process

Facilitators will have their own classroom management plan. If necessary, students may be sent to the office for administrative disciplinary action in which case parents and IST's will be notified. The administrative disciplinary plan includes:

Step 1- A discipline referral form will be sent home. A parent/guardian must sign the referral before the student can return to the resource center.

Step 2- In addition to a discipline referral form sent home, a parent will be required to schedule a conference with the resource center supervisor. A 1 to 3 day suspension from resource center classes and/or discipline essay may be assigned.

Step 3- In addition to a discipline referral and conference, the students may lose resource center privileges for the remainder of the semester or permanently.

*Depending of the severity of the offense, steps 1 and/or 2 may be skipped.

Non-Discrimination (Zero Tolerance) Policy

To ensure equal opportunity for all individuals in education, all resource center classes, lunches, and after school activities shall be free from discrimination based on gender, sexual orientation, race, personal beliefs, marital or parental status, physical or mental disability. Anyone who fails of follow this policy may be escorted off the property and lose resource center privileges.

Cheating and Plagiarism

Cheating or plagiarism will result in 0 credit for that assignment/test and student will not be allowed to make up the work or do extra credit. This includes:

- Student use of answer keys, teacher editions, and/or solutions manuals
- Using another student's work as their own
- Copying or pasting from any source and claiming it as their own
- Parents completing assignments for their students

Dress Code

In an effort to create and maintain an environment for academic success, the following attire is unacceptable:

- Top showing bare midriff or tops with plunging neckline
- Tank tops with straps less than one-inch wide
- Clothing with profane or inappropriate language or images
- Short shorts or mini-skirts (must extend at least to the student's thumbs when standing)
- Exposed undergarments

Parents will be contacted to bring a change of clothes or pick up a student who is violating the dress code. Repeated violations may result in disciplinary action.

Skateboards/Skates/Bikes

For safety reasons skateboarding, biking, or skating are not permitted on the campus or in the parking lot. Please adhere to the following guidelines regarding these items:

- Students who bring these items to school must check them in and out at the front desk.
- Skateboards/bikes/skates will not be allowed to be checked out during lunch unless the student is leaving for the day
- Students must walk their skateboard or bike on and off the campus

Students who fail to follow these guidelines may be required to use alternate transportation to and from the resource center.

Electronics/Internet

All personal electronics including cell phones need to be turned off and remain in backpacks during class. In the event that this rule is not followed, electronic devices will be confiscated by the facilitator, turned into the office, and a parent will need to come pick it up. Students are not permitted to share music or any other content with their peers. *Student and guest Wi-Fi is accessible upon request.

Student Sign In/Out

To ensure the safety of all students the following guidelines for signing in and out need to be followed:

- Students are not permitted to leave campus unless they have a parent or guardian sign them out (person must be on their emergency contact form) or they have an off-campus permission pass (only given to 9th 12th graders with parental consent). Students who abuse the off-campus permission pass (cutting or skipping classes and/or not coming back on time) will have their pass revoked indefinitely.
- Students must sign in at the front desk if they are late or come in at a later start time

Visitor Policy

Our goal is to give the students a safe educational environment but to do so we need all visitors to follow these guidelines:

- All guests and visitors *must* sign in and take a VISITOR STICKER) and then sign out before leaving
- If a parent wants to *observe* a class, it needs to be approved by the resource center supervisor in advance and it is limited to 1 hour (unscheduled visitors will not be permitted on campus)
- While we appreciate helpful input, visitors should refrain from offering suggestions during class time
- We do not allow visitors to advertise or hand out items that do not pertain to Gorman or have not been approved by the resource center supervisor
- If a parent/facilitator conference is desired, arrangements must be scheduled with the facilitator in advance via email and the resource center supervisor needs to be notified
- Visitors who are minors (under 18 yrs. old) will need to sign and have their parents sign a visitor form that allows them to visit for **one day**. This should also be discussed with supervisors in advance.

Arrival and Pick Up

For safety reasons, it is crucial to follow the traffic flow chart for valet drop off and pick up (see attached map). **Do not park in the cross walk or leave your vehicle unattended**. If you need to enter the building, please park in the designated parking areas.

- Students should be picked up no later than 15 minutes after their last class. We do not have staff to supervise students outside of class hours
- Students should not be dropped off earlier than 15 minutes before their first class begins
- After 3 late pick-ups, a warning letter will be sent to the parent, and after 5 late pick-ups the student may be dropped from resource center classes
- Parents must sign their students out if they arrive later than 15 minutes after the student's last class

^{*}Off-campus pass is available upon request for 9th – 12th graders and will be available at all student orientations.

Attendance

Due to smaller class sizes, students will need to attend on a regular basis, or they run the risk of losing their place in the class. If the classes are not a good fit for a student, the IST may be asked to remove them from the roster to make room for other students.

Regular attendance is important to succeed in resource center classes. Therefore, the following guidelines should be followed:

- Students who are tardy to class more than twice in a semester will be sent to the office and will receive a
 disciplinary referral
- Students may <u>not</u> have more than **5** absences a semester regardless if it is excused or unexcused. More than the allotted absences may result in loss of resource center privileges
- Parents should call or email the resource center to notify the offices that the student will not be attending classes that day
 - [please be sure to email scrc-info@gormanlc.org or call 661-600-7276].
- Students enrolled in reporting classes will still be expected to turn in all missing assignments upon returning

Illnesses

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick child home prevents the spread of illness in the school and allows the child an opportunity to rest and recover. Please do not bring your child to school if they have:

- Fever in the last 24 hours
- Excessive runny nose or coughing
- Vomiting/Diarrhea in the last 24 hours
- Contagious conditions like pinkeye, strep throat, spreadable rash and/or lice

If a student is observed to have any of these symptoms a parent will be contacted to pick up that student immediately.

Medication/First Aid

- Please keep emergency medical information up to date and make the staff aware of any allergies your students may have.
- Phone numbers and emergency contact information can be updated by email, phone or note.
- Any prescribed medication or pain reliever that needs to be administered during resource center hours must be submitted at the front desk with instructions.
- Students may not be in possession of medication prescribed or otherwise.
- Students may carry their own inhaler, epi-pen, or emergency items needed on the spot

Lunch Time

All lunches are 30 minutes and all grade levels will have their own designated areas. We do not offer a microwave to students and we have a snack shack available to students to purchase small food items. All students are responsible to clean up after themselves and respect the campus monitors' instructions.



Santa Clarita Resource Center Guidelines Acknowledgement

By signing this form I acknowledge and agree to abide by the student and parent guidelines for the Santa Clarita Resource

A-G Log 17-18

Name			Grade LP	
Date	Time	Instructor	Topic for UC Course:	
Date	Time	Instructor	Topic for UC Course:	
Date	Time	Instructor	Topic for UC Course:	



CIF Southern Section Application for Membership 2018-19 School Year ALL INFORMATION MUST BE TYPED

Name of School Harkham-GAON Academy
Street Address 5870 West Olympic BLVD
City and Zip Code Los Angeles, CA, 90036
School Telephone 310-566-0663 Athletic Telephone 310-566-0663 Fax 310-556-0669
School Website Harkhamgaon.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 8 10 th 5 11 th 12 12 th 4
Total Number of Current Year Students 38
Anticipated Future Enrollment 3 Years Hence 5 Years Hence
New Public High Schools under Construction – Planned Opening Date
Charter Schools Only - Chartering District/Institution
Athletic Program Goals and Objectives
o build a competitive athletic program offering our students an opport-
unity to enhance his/her knowledge, skills, and performance levels.
Athletic Administration
Name of Principal Dr. Debora Parks Principal's email parksdebora@gmail.com
Name of Athletic Director Richard Harris Athletic Director's email Athletic Director's email
Accreditation
WASC 533 Airport BLVD Ste 200 Burlingame, CA 94010
Name and Address of Accrediting Organization

Revised August, 2017

Sport	Practice Facility	Game Site and Location
Basketball	Westside JCC	Westside JCC
Flag Football	Pan Pacific Park	Pan Pacific Park
Volleyball	Westside JCC	Westside JCC
Soccer	Pan Pacific Park	Pan Pacific Park
Cross Country	Pan Pacific Park	Pan Pacific Park
Tennis	Westside JCC	Westside JCC

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	J۷	JV	Winter	Basketball	JV/V	V
	Field Hockey				Soccer	V	V
	Football	JV			Traditional Competitive Cheer		
	Golf				Water Polo		
	Tennis		V		Wrestling		
	Traditional Competitive Cheer						
	Volleyball		V				
	Water Polo						
				1			
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball		J۷				
	Swimming/Diving						
	Tennis	V					
	Track/Field	V	V				
	Traditional Competitive Cheer						
	Volleyball	V					

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

Conditions of Membership

- School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 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 October 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 m	aterials as PDF t	files ONLY, email t	o Sharon Hodge at sl	naronh@cifss.org; hard	
copy submissions will not be accepted	l.	M	Bo. I		
MITTAL	Irian Dayar		Mastre		
Signature of Administrator of School (Superin	tendent/Principal)	Signature	of Officer (Board/Tru	stee Officer)	
		- Li .			
Harkham-GAON Academy		<u> </u>	ses Benzagu	ഗ	
Name of School			District Board		
4.11.18		4/2	25/18		
Date		Date			
***********	******	*****	******	******	**
CIF Southern Section Executive Comm	ittee Review and	l Approval Status			
	Approved	Probationary	Full, Restricted	Full, Unrestricted	
Date		·			
	Denied				
		Ar	ea Placement		
Commissioner of Athletics					

Harkham-GAON Academy Mission Statement

Innovation for Learning; Learning through Innovation

Harkham-GAON Academy is an independent, community-based Modern Orthodox Jewish high school that offers an innovative approach to accessing both secular and Judaic studies, while maintaining traditional Judaic values embedded in Torah. Our students represent a diverse group of 9th-12th graders from families at varying levels of observance, ethnicity, and socio-economic backgrounds.

We encourage our students to become self-confident, independent thinkers who respect themselves and others; who are life-long learners and proud of their Judaism and heritage.

#











Home » Specialized Programs » Private Schools » Requirements » Private School Affidavit Form » Search » Logon

Private School Affidavit Form 2017-18

Logon

Verify the school information below. If this is the correct school, enter the appropriate password, then click on the "Logon" button to continue. If you do not know the password, <u>contact CDE's Private Schools staff</u>. If this is the incorrect school, perform another <u>search</u>.

School Name:	Harkham-GAON Academy
CDS Code:	19647336150395
Address:	5870 West Olympic Boulevard Los Angeles 90036

Please enter the password for this school:

Logon

Cancel

Questions: Private Schools Office

California Department of Education 1430 N Street Sacramento, CA 95814

Web Policy

PSAT/NMSQT and PSAT 10 ✓ PSAT 8/9 ✓

SAT V

About

DEBORA PARKS. Ph.D.

1015 Columbia Street

South Pasadena, California 91030

C: 626.824.9969 W: 310-556-0663 F: 310-556-0669 Email: parksdebora@gmail.com

EDUCATION AND TRAINING

Associate of Occupational Studies Degree, Le Cordon Bleu College of Culinary Arts, Los Angeles, California 2012

Doctor of Philosophy, Elementary Education/Curriculum & Instruction, University of Alabama, Tuscaloosa, Alabama 1991

Master of Arts, Elementary Education, University of Alabama, 1987

Master of Arts, Special Education/Gifted & Talented, University of Alabama, 1984

Bachelor of Science, Early Childhood Education, University of Alabama, 1983

WORK EXPERIENCE

Principal, Harkham-GAON Academy (Grades 9-12), Los Angeles, California, March 2015-present

Educational Consulting, Los Angeles Area, 2014-2015

Principal of General Studies (Grades K-8), Conejo Jewish Day School, Thousand Oaks, California, March 2012-July 2014

Principal of General Studies (Grades K-8), 2009-2011 and Director of Curriculum & Instruction (Grades 8-12), Shalhevet School, Los Angeles, California, 2010-2011

Director of General Studies, Maimonides Academy (K-8); Los Angeles, California, 1995-2006 (managed 25 teachers, 500 students, and all curriculum and instruction)

Field Coordinator & Instructor, Teacher Education Laboratory; Grant Writing and Research, Dept. of Health Sciences, UCLA, Los Angeles, California, 1989-1995

TEACHING AND RELATED SKILLS

- Taught graduate school, university, community college, middle school, and elementary students for twenty years in both the public and private sector
- Instrumental in increasing enrollment of a K-8 school from 200 to 500 students
- Excellent oral and written communication skills Ability to work independently and collaboratively

CREATIVITY

Organized an orchestra & choir for student performance; students learned to read music & play violin, clarinet or sax & perform for the community; Conejo Jewish Day School, Thousand Oaks, CA, 2012-2014

Art Photography for interior of USC/Verdugo Hills Professional Building, Glendale, CA, July 2013

Film Producer, "Sky," a short-film; accepted to eight different film festivals including San Francisco, CA; Cleveland, OH; Calabasas, CA; and Munich, Germany; 2007

Photography Exhibit, Petersen Automotive Museum, Los Angeles, CA, May 2004

Author, Exercises and Tests in English Grammar, an ESL textbook used in all high schools in Bucharest, Romania, 2001

Designed marketing materials for restaurants in Tuscaloosa and Birmingham, AL. 1986-1989

Created "Monday Series," a program designed to enhance cultural awareness and heritage through music; presented at ML King, Jr. Elem. School, Tuscaloosa, AL, 1985-1989

DRAFT 1 4/27/15

FOR IMMEDIATE RELEASE ((DATE))

Contact: Harvey Farr (310) 913-0209

DR. DEBORA PARKS NAMED PRINCIPAL OF YESHIVA HIGH TECH

LOS ANGELES -- Dr. Debora Parks has been named principal of Yeshiva High Tech (YHT), an innovative Jewish high school that combines personalized classroom instruction with online education for both general and Judaic studies.

Prior to joining YHT, Dr. Parks served for 13 years as general studies director at Maimonides Academy in Los Angeles and general studies principal at Conejo Jewish Day School in Thousand Oaks. She also was a professor at UCLA for several years before joining Maimonides.

With more than 20 years' experience in educational administration, Dr. Parks holds a Ph.D. in Curriculum & Instruction, a Master's degree in Special Education/Gifted & Talented, a Master's degree in Elementary Education and a Bachelor's degree in Early Childhood Education, all from the University of Alabama.

###

RICHARD HARRIS

PROFILE

Head Varsity Basketball Coach with over 13 years of coaching experience. Military veteran who enforces discipline... Consistent program builder... with a proven record of success... Culture Changer, who creates and upholds an enhanced basketball environment for entire community.

EXPERIENCE

HEAD COACH BOYS (V) BASKETBALL, MALIBU HIGH SCHOOL – 2014- PRESENT As head varsity coach, won schools first playoff game in over 10 years. Won Coach of the year 3 out of 4 years. Won 2 division titles. Participated in Playoffs every season. Enhanced the basketball culture in the Malibu Community. Students were awarded with 3 MVP's, (II) 1st Team all league awards, and had 2 years with over 7 All league Academic Honors winners

ATHLETIC DIRECTOR, HARKHAM GAON ACADEMY – AUG 17-PRESENT
As Athletic Director, administered process for school to join CIF Southern Section. Maintained and controlled athletic budget. Created Schedules, purchased equipment and uniforms, reserved fields/courts, as well as, provided transportation for all school athletics.

ASSISTANT MENS BASKETBALL COACH, PIERCE COLLEGE- 2012-2013
As Assistant Varsity Basketball Coach, our team won its first league title in over 40 years of competition. Had 4 players earn scholarships to 4-year schools.

LOS ANGELES LAKERS- 2008-2018

Worked with the Los Angeles Lakers, Jr. NBA, and Jr. Lakers Organization, as a coach in the summer camp program and youth organization for over 10 years.

OTHER RELEVANT PROFESSIONAL EXPERIENCE

AGBU- Head Varsity Basketball Coach/ Teacher- (2010-2012)

New Roads School- Head Varsity Basketball Coach/Teacher- (2006-2010)

Cal State Los Angeles-Kinesiology Instructor- (2004-2006)

ESPN (Bristol)- Production Assistant- Produced Highlights for SportCenter (2002/2003)

Air Force- Personnel Apprentice- Air Force Academy (1994-Honorable Discharge 1997)

EDUCATION

XAVIER - BA MASS COMM, 2002/CSUN- MA JOURNALISM (IN PROGRESS)

12255 BURBANK BLVD, #105 VALLEY VILLAGE, CA 91607 818-235-4626 RAHARRIS25@HOTMAIL.COM





HARKHAM-GAON

ACADEMICS

TECHNOLOGY

FUTUR E











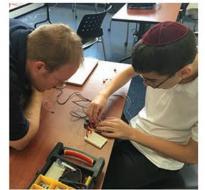
























WAS THE IDEA OF RABBI MOISES BENZAQUEN.

The Rabbi was disheartened by the number of families who were opting out of a Jewish education simply because they could not afford it. He felt personally responsible to rectify the situation and was determined to create an affordable Jewish day school that had widespread appeal. He enlisted the help of other notable educators and came up with a plan that worked. The school was established and remained viable for almost three years.

However, the initial school model was not financially sustainable. After careful evaluation, the Board of Directors of HGA implemented several major changes that proved to have a significant impact on the school's academic structure and its financial viability. HGA is now under new management, has a new name, a new model of accessing curriculum, and a new address: the third floor of the Westside Jewish Community Center.



Prominent philanthropist and global entrepreneur, Efrem Harkham is a true believer in the concept of HGA and the school's approach to providing a holistic education complete with Jewish studies. He is committed to a continued partnership with HGA, lending the school his name, prominence, trust and a touch of elegance. He currently sits on the Board of Directors and is passionate about continuing the advancement of education and religious values.

GAON REPRESENTS THE INITIALS OF THE THREE TEENAGE BOYS - GILAD, AYAL AND NAFTALI - WHO WERE KIDNAPPED AND MURDERED IN ISRAEL IN SUMMER, 2014.

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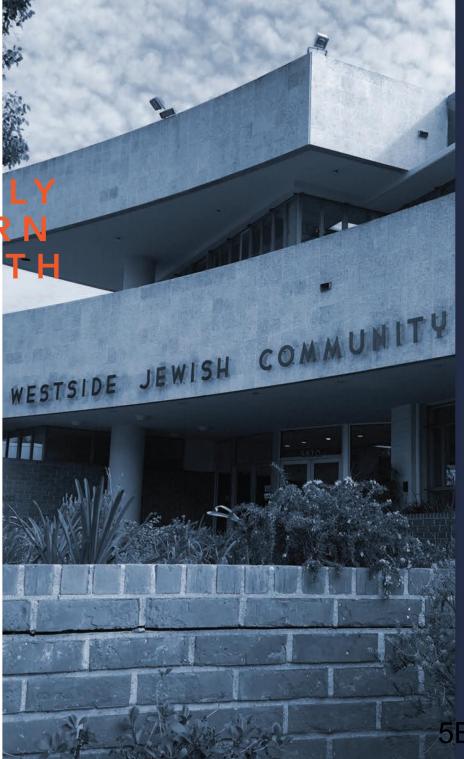
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The Gimel is for Gilad, the Alef for Ayal and the Noon for Naftali. The added O connects the letters together and transforms the boys' initials into the Hebrew word for genius: GAON. This senseless act of hatred marked the end of young lives for these three high school students on their way to great success. Our school intends to ignite positivity and inspiration in our students and community by honoring these boys in our official name, reminding us all of our brotherhood, motivation to succeed, and shared heritage. HGA is looking forward to new beginnings and to substantial growth. We are committed to instilling in our youth the need to conduct life in meaningful ways.

HGA SEAMLESSLY
BLENDS MODERN
ACADEMICS WITH
TRADITIONAL
TEACHINGS.

We have a diverse population of students, grades 9 - 12, from differing socioeconomic and academic backgrounds and levels of observance. HGA is a true "blended learning school," which means our students access their secular curriculum online and our teachers are in the classroom to facilitate their learning every step of the way. Our Rabbeim lead all prayer services and teach the Judaic studies classes in a more religiously traditional manner. Hebrew Language is taught at our campus by instructors from Santa Monica College, allowing our students to acquire college credit while still in high school.



G



ADDITIONALLY, WE OFFER THE FOLLOWING CO-CURRICULAR PROGRAMMING:

FALLAS FAMILY SPORTS PROGRAM

CODING/PROGRAMMING CLASSES
(HGA IS A PROUD PARTNER OF GIRLS WHO CODE)

MODEL UNITED NATIONS

CIJE'S ROBOTICS AND ENGINEERING PROGRAM

We are also affiliated with the California Interscholastic Federation and are members of the California Association of Student Councils.



HOW WE



HGA's school model is unprecedented; it was designed using an original approach to accessing and teaching a co-educational curriculum and establishing a dynamic articulation agreement with surrounding community colleges. We are accessing our WASC-accredited general studies curriculum through LAUSD's platform, Edgenuity, providing California common core-aligned curriculum while greatly reducing HGA's costs. Because of our affiliation with LAUSD, we are entitled to a "concurrent enrollment agreement" with all community colleges in Los Angeles. To that end, our students may take as many community college classes as they can handle and receive dual high school and college credit at no additional charge to parents. We have established an agreement with Touro College, whereby our seniors can take approved classes taught by our Rabbeim and receive Touro College credit. HGA also offers students a variety of extra-curricular classes such as Drama, Sports, Model UN, Orchestra and Choir.

OUR MISSION IS TO PROVIDE A COMPLETE EDUCATION FOR OUR STUDENTS IN A VARIETY OF STUDIES FROM TECHNOLOGY TO CREATIVE ARTS, JEWISH STUDIES TO WORLD HISTORY.

We want to help shape young minds with spiritual awareness and to ensure that each graduate becomes a great contributor to our community, the work force and society.





Our active sponsorship programs and contributing investors keep our school going. We are thankful for each and every one of them and hope for their continued support.

We are grateful for Michael Fallas' sponsorship of our Fallas Family Sports Program, which offers our students the opportunity to participate in team sports and compete against other Jewish day schools' sports teams.

We still need sponsorships for several other programs, such as Orchestra (\$25,000) and Drama (\$12,000). We also have students who have applied to our school, yet simply cannot afford our \$12,000 tuition. We need community members who are willing to sponsor these students' academic goals by allowing them to remain in a Jewish school. Please contact Rabbi Benzaquen or Dr. Parks to discuss your participation in HGA program or tuition sponsorships.

OUR FUTURE

Our goal for the future is to replicate our model in other cities across the United States. Through our innovative approach and dedicated staff, we are preparing independent students for college and for the future job market. We are playing a large role in securing the future of Jewish communities everywhere by offering an affordable, attainable, flexible Jewish education aligned with an academic curriculum. We need your help to grow our school, developing positive community awareness about HGA and ensuring that our mission is met.

the HIGH school SPEAKERS PROGRAM

Protecting Israel

















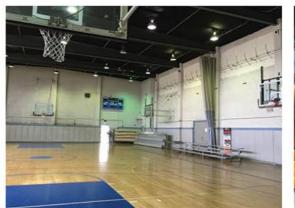
















5870 W. OLYMPIC BLVD.
LOS ANGELES, CA 90036
V 310.556.0663 | F 310.556.0669
WWW.HARKHAMGAON.ORG

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Harkham-GAON Academy, Inc. admits students of any race, color, national and 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 and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administrated programs.



CIF Southern Section Application for Membership 2018-19 School Year

ALL INFORMATION MUST BE TYPED

Name of School Los Angeles Adventist Academy
Name of School Los Angeles Adventist Academy Street Address 846 East EL Segundo Blvd.
City and Zip Code Los Angeles CA 90059
School Telephone 373 743 8816 Athletic Telephone 323-743 8818 Fax 323 - 743 8078
School Website LA Adventist A cademy, 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 7 10th 3 11th 5 12th 11
Total Number of Current Year Students 76
Anticipated Future Enrollment 3 Years Hence 75 5 Years Hence 175
New Public High Schools under Construction – Planned Opening Date
Charter Schools Only – Chartering District/Institution
Athletic Program Goals and Objectives
The goal of this athletic program is to proude an outlet and learning
tool that will benefit the students physically and mentally.
Athletic Administration
Name of Principal
Name of Athletic Director Christopher Miller I Athletic Director's email Cmiller @ La adventist acovernic
Accreditation 11590 W. Bernardo Ct.
Accreditation WASC. (Western Association of Schools and Colleges) Name and Address of Accrediting Organization 11590 W. Bernardo Ct. Suite 120 Squ Diego, CA 92127

1| jp a g e

Coaching Personnel

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

Conditions of Membership

- School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 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.
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- 1. Complete and signed CIF Membership Application
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- 3. Vitae of Principal AND Athletic Director(s)
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- 6. Application fee of \$100, made payable to *CIF Southern Section* and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

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Submit applications and supporting ma	terials as PDF fi	les ONLY, email	to Sharon Hodge at §	haronh@cifss.org; hard	
cop∬submissions will not be accepted.		× 1	11 0/		
A William		10	Wy Walker		
Signature of Administrator of School (Superinte	endent/Principal)	Signature	e of Officer (Board/Tru	istee Officer)	
Los Angeles Adventi	ist Acad	emy CAA,	A School B	pard	
Name of School/	7	Name of	District Board	2	
4-26-2018		4	26-2018		
Date		Date			
*****	*****	******	*******	*******	**
CIE Southour Soution Franctice Commit	D	t			
CIF Southern Section Executive Commit	tee Review and A	Approvai Status			
Date	Approved	Probationary	Full, Restricted	Full, Unrestricted	
	Denied				
		Ar	ea Placement		
Commissioner of Athletics					

3 | Page

Facilities

Sport

Practice Facility

Game Site and Location

My Galkethall

W Buckethall

M Volley hall

W Volley hall

M Volley hall

Gymnasium on Campus

Gymnasium on Campus

Gymnasium on Campus

Gymnasium on Campus

field on Campus

field on Campus

Cald on Campus

Gymnosium on Compus

Bymnosium on Compus

Gymnosium on Campus

Bymnosium on Campus

Park accus street from school

Compton Pollege

Compton / Largen Gold Cours

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Fall	Cross Country	i/		Winter	Basketball	V	
	Field Hockey				Soccer		
	Football				Traditional Competitive Cheer		
	Golf		V		Water Polo		•
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
		-		┥			
Spring	Badminton			7			
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
_	Swimming/Diving			7			
	Tennis						
	Track/Field	<i>i</i>	~				
	Traditional Competitive Cheer						
-	Volleyball	V					

Revised August, 2017

in November 2013. The school's administration implemented the current SLOs into the day-to-day school environment. The academy considers its Mission Statement and SLOs to represent its core values.

School's Guiding Principles Foundation

Los Angeles Adventist Academy exists to accomplish a fundamental scriptural directive which clearly mandates "And all thy children shall be taught of the Lord...." Isaiah 54:13

Philosophy

The academy is a Christian learning community that educates service-oriented leaders and scholars for eternity. It is established on the principle of God as Creator and human beings as His accomplished masterpieces who seek the Lord's divine purpose for their lives. The school, which perceives that every human being is of inestimable value, is also founded on the premise that all true knowledge and wisdom come from God whose plan for building Christian character involves the harmonious development of mind (mens), body (corpus), and spirit (spiritus). The academy therefore seeks to fulfill its basic conviction that the Lord grants knowledge and wisdom for use in service to God and to humanity in both this world and the world to come.

Mission

Los Angeles Adventist Academy is committed to academic excellence in a nurturing Christian environment where students build noble character, develop exceptional leadership, and render unselfish service.

Goals

Students are expected to glorify God through excellence as:

Positive, maturing Christian leaders
Confident, effective communicators
Critical thinkers and problem-solver
Responsible, productive citizens
Service-oriented, lifelong learners

Student Learning Outcomes (SLOs)

Los Angeles Adventist Academy students will be...

Educated for Spiritual Development

- ♦ Glorifying God in character through citizenship, scholarship, leadership, and service
- ♦ Demonstrating spiritual growth, knowledge of, and service to the Lord Jesus Christ
- ♦ Demonstrating their knowledge of scripture by being able to explain and apply Biblical truth

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. Educated for Spiritual Development

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- ♦ Demonstrating their knowledge of scripture by being able to explain and apply Biblical truth

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

Electronic Signature

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

Name of owner or other head of school	Dr Laura Williams
Title	Principal
Telephone Number	323-743-8818 ext 105
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

m n under de	10/10/2017 10:47:39 AM
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* 1	10/10/2017 10:47:39 AM

Confirmation message sent to iwilliams@laadventistacademy.com.

Confirmation message sent to ctodd@laadventistacademy.com.

Confirmation message sent (CC) to hwalker@laadventistacademy.com.

Confirmation message sent (CC) to jwillis@sccsda.org.

Return to the Private School Affidavit information page

Questions: Private Schools Office

California Department of Education 1430 N Street Sacramento, CA 95814

Web Policy

Christian Character Builders

If you are searching for a school with:

- A safe and secure environment
- A loving, dedicated, Christian faculty and staff
- A strong academic program
- Technology computer labs
- Friendly, happy students
 Please join our Christian
 Family!



Our Students Succeed!

- 4 98% high school graduation rate
- ♣ Over 80% have gone on to pursue higher education.





E-mail: info@laadventistacademy.com www.laadventistacademy.com



Taking Christian Education To The Next Level



846 East El Segundo Blvd. Los Angeles, CA 90059 Tel: (323) 743-8818

Fax: (323) 743-8078

Inside Los Angeles Adventist Academy

Los Angeles Adventist Academy will provide a Christ-centered, learning environment that promotes academic excellence and prepares students for a life of service to God and to a culturally diverse community.

We believe that education involves the harmonious development of the mental, physical, social, and spiritual aspects of each student. Our curriculum, extra-curricular activities, religious activities, and community service projects are all planned to help achieve this goal.



Academic Snapshot



LAAA Elementary (K-8) includes:

Art	Bible	Computer Education
Music	Mathematics	Language Arts
Reading	Science	Physical Education
Spelling	Social Studies	Robotics

LAAA High School (9-12) includes:

Art	Choir	English I-IV
Journalism	Foreign Language	Mathematics
PE I-II	Religion I-IV	Science
Dramatic Arts	Music	Business Education



Academic Excellence

Los Angeles Adventist Academy's academic curriculum conforms to and exceeds national, state, and denominational standards by means of instruction that combines the best of tradition with sound, innovative practice.

- ♣Bible-based curriculum
- ♣Fully integrated technology
- After school clubs
- **Athletics**
- ♣Extended school program



List of Coaches for

Basketball

Boys – Christopher Miller 2 - Current Athletic Director Former college basketball player

Herman Fenison – High school substitute teacher Basketball coach volunteer

Cedrick- aau basketball coach and former professional basketball player volunteer

Girls – Amber Washington---Played college basketball and assistant at Cerritos college volunteer

Flag Football

Boys Varsity – Jerreyl Pridget --former athletic director for Los Angeles Adventist Academy volunteer

Girls Varsity - Jerreyl Pridget " " " "

Track and field

Boys/Girls – Christopher Miller 2--- Current Athletic Director also former track and field athlete

Volleyball

Boys Varsity - Warren Todd - Former hs volleyball player. Substitute teacher with the school Girls varsity - Christopher Miller 2 Current Athletic director also former hs volleyball player

Cross Country – Christopher Miller 2—Current Athletic Director and former hs cross country athlete.

James P. Willis II

1722 Via Alegre San Dimas, CA 91773 Cell Phone: 610-698-7828

jwillis@sccsda.org

Experienced educator skilled in program implementation and administration, strategic planning, program and personnel evaluation, recruitment, and the advancement of effective technology usage.

Central Office Administrator

Southern California Conference of Seventh-day Adventists

Associate Superintendent of Schools responsible for attending to the elementary and secondary needs of the education system with schools in Los Angeles, Ventura, and part of Kern county.

Associate Superintendent April 2013 – Present

Responsibilities include:

- Assigned as supervising superintendent of four elementary schools, two senior academies with K-12 programs, and four early childhood centers.
- Overseeing the evaluation of instructional personnel, the assessment and implementation of curriculum, and the accreditation process for all five senior academies.
- Consulting with local school boards in areas of budgets, employment of personnel, marketing, and school construction and/or major renovations.
- Advancing the integration of technology throughout the school programs, including distance learning and the establishment of a web based school management system.

Allegheny East Conference Corporation of Seventh-day Adventists

Chief administrator for the educational needs of a denominational school system, which included 11 schools and a student enrollment of up to 690, owned and operated by the Allegheny East Conference Corporation of Seventh-day Adventists, headquartered in Pine Forge, PA, covering the states of Delaware, Maryland, and New Jersey; the Eastern portion of Pennsylvania; and portions of Virginia, West Virginia, and the District of Columbia.

Superintendent of Education

Responsibilities included:

July 2000 - October 2012

- Direct supervision of two Associate Superintendents and an Administrative Assistant, and indirect supervision of fulltime K-12 personnel that included 11 administrators and over 100 instructional and support staff.
- Overseeing the evaluation of instructional personnel, the assessment and implementation of curriculum, and the accreditation process for 10 K-8 schools and one boarding academy.
- Consulting with local school boards in areas of budgets, employment of personnel, marketing, and school construction and/or major renovations.
- Managing an annual operation budget of over \$2.7 million.
- Conducting annual training seminars for instructional personnel, school boards, and local church education officers.
- Advancing the integration of technology throughout the school programs, including distance learning and the establishment of a web based school management system.

South Central Conference of Seventh-day Adventists Nashville, TN

Chief administrator for the education needs of a denominational school system of 11 schools with a student enrollment of up to 475, owned and operated by the South Central Conference of Seventh-day Adventists covering the states of Alabama, Kentucky, Mississippi, Tennessee, and the northwest panhandle of Florida.

Superintendent of Education

Responsibilities included:

July 1996- June 2000

- Supervising 12 administrators and 70 instructional personnel and support staff in 10 elementary schools and one secondary school.
- Managing an annual operating budget of \$1.9 million.
- Conducting annual training seminars for instructional personnel, school boards, and local church education officers.

Building Leadership

Lynwood Adventist Academy 9-12 Grade Day School

Lynwood, CA

Served as Principal/Business Manager of a senior high school with an enrollment of 175 students and staff of 18 full-time and part-time employees.

Principal/Business Manager 1988 – 1993

Responsibilities included:

 Establishing and leading the spiritual, educational, and social development of high school students enrolled in a four-year college preparatory program.

Superintendent of Education

Responsibilities included:

July 2000 – October 2012

- Direct supervision of two Associate Superintendents and an Administrative Assistant, and indirect supervision of fulltime K-12 personnel that included 11 administrators and over 100 instructional and support staff.
- Overseeing the evaluation of instructional personnel, the assessment and implementation of curriculum, and the accreditation process for 10 K-8 schools and one
- · Consulting with local school boards in areas of budgets, employment of personnel, marketing, and school construction and/or major renovations.
- Managing an annual operation budget of over \$2.7 million.
- Conducting annual training seminars for instructional personnel, school boards, and local church education officers.
- Advancing the integration of technology throughout the school programs, including distance learning and the establishment of a web based school management system.

South Central Conference of Seventh-day Adventists Nashville, TN

Chief administrator for the education needs of a denominational school system of 11 schools with a student enrollment of up to 475, owned and operated by the South Central Conference of Seventh-day Adventists covering the states of Alabama, Kentucky, Mississippi, Tennessee, and the northwest panhandle of Florida.

Superintendent of Education

Responsibilities included:

- July 1996- June 2000
 - Supervising 12 administrators and 70 instructional personnel and support staff in 10 elementary schools and one secondary school.
 - Managing an annual operating budget of \$1.9 million.
 - Conducting annual training seminars for instructional personnel, school boards, and local church education officers.

Building Leadership

Lynwood Adventist Academy 9-12 Grade Day School Lynwood, CA

Served as Principal/Business Manager of a senior high school with an enrollment of 175 students and staff of 18 full-time and part-time employees.

Principal/Business Manager 1988 - 1993

Responsibilities included:

· Establishing and leading the spiritual, educational, and social development of high school students enrolled in a four-year college preparatory program.

2

LUS ATIGETES UTITUTI Adventist School Pre-K to 8th Grade School Los Angeles, CA

perveu as minicipal/business ivialiager of a Pre-κ to δ grade school program with an enrollment of 265 students and staff of 16 full-time and part-time employees

Principal/Business Manager 1987 - 1988

Responsibilities included:

- Directing daily operations of an urban based K-8 school program attending to the educational needs of students supported by churches assigned to the school by the Southern California Conference of Seventh-day Adventists.
- Establishing and leading a program that met the spiritual, educational, and social developmental needs of the students.
- Effectively targeting issues of achievement test improvement, academic rigor, safety of students and staff, and security of school equipment, buildings and campus.

- Managing an annual budget that totaled from year to year approximately \$850,000.
- Supervising a staff of 18 full-time and part-time employees which included contract development, monitoring teacher certification, annual instructional evaluations, leading meetings and providing training designed to enhance services rendered by all in the classroom and administrative offices.
- Serving as executive secretary of the school board represented by members of 48 churches assigned as constituents in support of the school; implementing actions as voted by the board monthly.
- Working with instructional staff to revamp curriculum and establish an academic program and schedule that emphasized college preparatory classes and enhanced academic development of all students. Positive results were evidenced by improved achievement test scores and a 95 percent rate of students graduating and enrolling in two-year and four-year college programs.
- Initiating and developing, among faculty and staff, an effective philosophy of customer service designed to promote the school's program by primarily expanding and maintaining open communication with students, parents, faculty, board and constituency through a variety of mediums (i.e., memos, newsletters, assemblies, town hall meetings, and church visitations).
- Providing positive leadership and direction throughout an extensive period of uncertainty regarding the proposed/pending, and final "required sale" of the school's property to the Lynwood, CA public school district by way of imminent domain.
- Working with the school's stakeholders, providing continuity in the arduous task of facilitating the relocation of the school during the mid-portion of the school year to the campus of the Los Angeles Adventist Union School of Seventh-day Adventists in Compton, CA.

Los Angeles Union Adventist School Pre-K to 8th Grade School Los Angeles, CA Served as Principal/Business Manager of a Pre-K to 8th grade school program with an enrollment of 265 students and staff of 16 full-time and part-time employees

Principal/Business Manager 1987 – 1988

Responsibilities included:

- Directing daily operations of an urban based K-8 school program attending to the educational needs of students supported by churches assigned to the school by the Southern California Conference of Seventh-day Adventists.
- Establishing and leading a program that met the spiritual, educational, and social developmental needs of the students.
- Effectively targeting issues of achievement test improvement, academic rigor, safety of students and staff, and security of school equipment, buildings and campus.

3

1978-1979

day Adventists.

Other Educational Experiences

La Sierra University School of Education

Full-Time graduate student with Graduate Assistant duties in the Department of Administration and Leadership.

Riverside, CA 1993 – 1994

Responsibilities included:

- Responsible for research, development of reports, periodic graduate level classroom instruction, and general administrative assistance for the Department Chair.
- Supervised the department library and provided research assistance to department professors and other graduate students.
- Successfully completed graduate program leading to the Education Specialist degree 5B4

 Administration and Leadership.

Classroom Experience

La Sierra Adventist Academy K-12 Grade Day School

Riverside, CA 1994-1996 **Religion and History Instructor** for the senior high school level – Instructed 9th and 10th grade students.

Lynwood Adventist Academy 9-12 Grade Day School

Lynwood, CA 1983-1987 Religion and History Instructor for the senior high school level – Instructed all levels of Religion and history throughout tenure at Lynwood Adventist Academy.

Dolea Fullwood Adventist School Pre-K to 8th Grade Program

Omaha, NE 1979-1982 **Principal/Teacher** of an elementary church school which operated under the supervision of the Central States Conference of Seventh-day Adventists.

LINDEN-JAMAICA ELEMENTARY 5th to 8th Grade Program

Jamaica, NY 1978-1979 Employed to teach math in an elementary school which operated under the Northeastern Conference of Seventhday Adventists.

Other Educational Experiences

La Sierra University School of Education

Full-Time graduate student with Graduate Assistant duties in the Department of Administration and Leadership.

Riverside, CA 1993 – 1994

Responsibilities included:

- Responsible for research, development of reports, periodic graduate level classroom instruction, and general administrative assistance for the Department Chair.
- Supervised the department library and provided research assistance to department professors and other graduate students.
- Successfully completed graduate program leading to the Education Specialist degree in Administration and Leadership.

Lynwood Adventist Academy

Lynwood, CA

Assistant Principal (1985-1987) Responsibilities included:

 Coordinating of all testing programs on campus (i.e., ITED, TAP, PSAT, SAT, and ACT), providing orientations and assessments to both students and faculty. Programs were then put in place based on the use of data to help improve teacher instruction and student achievement.

Campus Pastor (1982 – 1987) Responsibilities included:

Coordinator of all Spiritual Emphasis programs on and off campus, overseeing the
conducting of student vesper services and weeks of spiritual emphasis; hosting weekly
home Bible studies with students during the summer months resulting in their decisions
to pursue a deeper spiritual relationship with Jesus Christ.

Director of Recruitment (1982–87) Responsibilities included:

- Working in collaboration with the administrative team on the development of recruitment strategies and materials, effectively executing the program resulting in meeting and exceeding enrollment targets from year to year.
- Hiring, training and supervising student personnel in conducting phone surveys of new and returning students, distributing recruitment flyers and posters to constituent churches and community businesses, and mailing enrollment materials and promotional items to potential students and parents during the summer campaign.
- Processing enrollment applications, making recommendations for the acceptance of enrollees to administration, faculty, and the academy school board.

New York City Public Schools Summer Work Experiences 1972-1974

During high school, began as a teacher's assistant for kindergarten through second grade. Achieved full teaching duties for third, sixth and eighth grade mathematics classes for the second and third year summer sessions.

Education and Professional Organizations

Education Doctorate with emphasis in Administration and Leadership

(In Progress)
La Sierra University, School of Education
Riverside, CA

Education Specialist in Administration and Leadership

La Sierra University, School of Education, 1994 Riverside, CA

Master of Arts in Curriculum and Instruction

Loma Linda University-Riverside, School of Education, 1986 Riverside, CA

Bachelor of Arts in Religion (Minors in History and Education)

Oakwood College, 1978, Huntsville, AL

PROFESSIONAL CERTIFICATIONS:

North American Division, Superintendent Certificate K-12 North American Division, Administrator Certificate K-12 North American Division, Teaching Certificate with endorsements in Religion and History Administrative Ministries Credential from Southern California Conference of Seventh-day Adventists

BOARD AND COMMITTEE MEMBERSHIPS:

Southern California Conference Board of Education Southern California Conference Principals' Council Southern California Conference Curriculum Committee Ex-Officio Member of the Assigned Local School Boards Pacific Union Conference Education Council

REFERENCES:

References provided upon request.

Christopher D. Miller 2

18826 Pepperdine dr. Carson Ca 90746 | (310)365 6638 | mrm1ller@aol.com

Objective

My objective is to be a great Educator and help students understand that there are many different ways to be successful. I also aspire to teach life skills and good habits through sports to give students the tools that they need to be successful in life.

Education

MS DEGREE AZUSA PACIFIC UNIVERSITY

Major: Physical Education/ Exercise Physiology in progress

Credentialing program/Degree: Single subject PE in progress

B.S. DEGREE 2014 | PACIFIC UNION COLLEGE

· Major: Exercise Science and Nutrition

 Related coursework: Physical Education, Science Passed the CBEST and all CSET related to PE

A.A. DEGREE | 2010 | EL CAMINO COLLEGE

· Major: General Studies

· Minor: English

· Related coursework: English

Skills & Abilities

MANAGEMENT

· I have been able to manage playing basketball going to school and maintaining a full time job while in school. After graduating college, I substitute taught and had good classroom management skills. I further honed my management skills while being a supervisor with GSG security and going to school at APU. I have also learn how to better manage a classroom, team, and a department by working in the capacities of teacher, athletic director, and coach.

COMMUNICATION

· I am concise, open, direct, timely and truthful with my communication. I have been able to work in the field of security where open and effective communication is paramount in daily activities and being consistent in this manner is key to building good relationships with clients and employees and fellow supervisors. As a substitute teacher I have been able to manage classrooms and complete assigned task for the day. As a teacher and coach, the level of communication needed with students and administration is very high and any breakdown carries very severe consequences.

LEADERSHIP

• In the realm of education, I have been an athletic director, head coach, teacher, and part of committees. These different entities have taught me how to become a good leader and the importance of following when I'm not the leader. I am not a finished product when it comes to the best ways to lead in all situation but I do know that I am getting better everyday and have learned a lot through experience. With that being said I have had to lead basketball teams, coaching staffs, classrooms and different committees. These things have taught me that there are many different styles of leadership and that you cannot use just one style for every situation if you want to be successful.

Experience

PHYSICAL EDUCATION TEACHER/ ATHLETIC DIRECTOR|LAAA | 2017-2018

I was the full time Physical Education Teacher of record for the 17-18 school year. I taught
Physical education to all grade levels. I was also the Athletic Director and coached various
sports for the boys and girls. Leading the boys team to their first championship in school
history.

SUBSTITUTE TEACHER | LOS ANGELES ADVENTIST ACADEMY | 2014-2015

I was a substitute teach for Los Angeles Adventist Academy. I did not leave on bad terms nor was I fired. I simply obtained another job during the summer and was unable to get time off once the school year started up again.

Basketball Coach Los Angeles Adventist Academy | 2014-2016

Upon my graduation and return home I was asked to help coach the men's varsity basketball team. I served in the capacity of assistant coach. I ran most of the practices due to the fact that the head coach was also an assistant at Compton College. The team made it to the quarter finals and semifinals for CIF during the time frame that I was assistant coach.

Gym Services | Pacific Union College | 2012-2014

I was a gym supervisor while I went to school at Pacific Union College. My job was to interact with students and make sure that all their needs were taken care of while they were in the facility. I also cleaned and managed other workers during the night shift.



CIF Southern Section Application for Membership 2018-19 School Year ALL INFORMATION MUST BE TYPED

Name of School	PAL Charter Academy					
Street Address	2450 Blake St.					
City and Zip Code	San Bernardino, CA 92407					
School Telephone	909-887-7002 Athletic Telephone 909-887-7002 ext. 136 Fax 909-887-8942					
School Website	www.palcharteracademy.com					
Type of School (Check	where applicable)					
Grades 9-12 X	Grades 10-12 Public X Private Coed All Boys All Girls					
Number of Students per	Grade (Current Year) 9 th 39 10 th 68 11 th 76 12 th 95					
Total Number of Curren	at Year Students 278					
Anticipated Future Enrollment 3 Years Hence 350 5 Years Hence 450						
New Public High Schools under Construction – Planned Opening Date						
Charter Schools Only - Chartering District/Institution San Bernardino City Unified School District						
Athletic Program Goa	ls and Objectives					
comprehensive sports p	thletics seeks to promote student success through the engagement of athletics. We offer a rogram and actively participate in an independent league. We are increasing our level of eeking to add additional sports now that we have a complete A-G approved curriculum.					
Athletic Administration	<u>n</u>					
Name of Principal	Dwaine Radden Principal's email dradden@palcenter.org					
Name of Athletic Direct	tor <u>Domonique White</u> Athletic Director's email <u>dwhite@palcenter.org</u>					
Accreditation						
	ccrediting Organization					

Revised August, 2017

Facilities

Sport	Practice Facility	Game Site and Location
Football	PCA High School: 2450 Blake St.	Renovation pending; away schedule preferred
Girls Volleyball	PCA High School: 2450 Blake St	Renovation pending; away schedule preferred
Boys Basketball	PCA High School: 2450 Blake St	Renovation pending; away schedule preferred
Girls Soccer	PCA High School: 2450 Blake St	Renovation pending; away schedule preferred
Boys Volleyball	PCA High School: 2450 Blake St	Renovation pending; away schedule preferred
Baseball/Softball	PCA High School: 2450 Blake St	Renovation pending; away schedule preferred

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	
	Field Hockey				Soccer		V
	Football	V			Traditional Competitive Cheer		
	Golf				Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball		V				
	Water Polo						
Spring	Badminton						
Spring	Baseball	V					
	Competitive Sport Cheer	•	1,50				
	Golf						
	Gymnastics						
	Lacrosse						
	Softball		V				
	Swimming/Diving			7			
	Tennis						
	Track/Field						
	Traditional Competitive Cheer						
	Volleyball	V					

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 October 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

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

IMPORTANT Please Note:

Revised August, 2017

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.

657	
Signature of Administrator of School (Superintendent/Princi	Signature of Officer (Board/Trustee Officer)
PAL Charter Academy	Provisional Education Services
Name of School	Name of District Board
May 1, 2018	May 1, 2018
Date	Date
***********	******************
CIF Southern Section Executive Committee Review	nd Approval Status
Date	Probationary Full, Restricted Full, Unrestricted
Denied	
Commissioner of Athletics	Area Placement

3 | Page

PAL Charter Academy	STILDENT COLINTS BY GRADE AND RACE/ETHNICITY (CBEDS) - 10/31/2017
	0.4

5/1/2018

2017-2018	STUDEN	STUDENT COUNTS BY	ITS B	h	NDE A	ND R	ACE/E	THNIC	GRADE AND RACE/ETHNICITY (CBEDS) - 10/31/2017	EDS)	- 10/31/	2017				g	Page 1
Sch School Name	Grade	Total	His	Hispanic	Amer I Alaskar	Amer Indian / Alaskan Native	Asian		Black / African American		Hawaiian / Pacific Islander	White	e e	Multiple	eldi	Missing	вu
										-							
oc DAI Charter Academy	9	S	2	40.00%	0	0.00%	0	0.00%	3 60.00%	0 %	0.00%	0	0.00%	0	0.00%	0	0.00%
	7	00	2	62.50%	0	0.00%	0	0.00%	2 25.00%	0 %	0.00%	-	12.50%	0	%00.0	0	0.00%
	80	7	9	85.71%	0	0.00%	0	0.00%	1 14.29%	0 %	0.00%	0	0.00%	0	%00.0	0	0.00%
	6	23	17	73.91%	-	4.35%	0	0.00%	3 13.04%	0 %	%00.0	0	0.00%	0	%00.0	2	8.70%
	10	43	29	67.44%	-	2.33%	0	0.00%	9 20.93%	0 %	0.00%	-	2.33%	0	%00.0	က	6.98%
	1	67	28	86.57%	0	0.00%	0	0.00%	8 11.94%	1 %	1.49%	0	%00.0	0	0.00%	0	0.00%
	12	95	29	70.53%	0	0.00%	0	0.00%	21 22.11%	0 %	0.00%	ro.	5.26%	0	%00.0	2	2.11%
SCHOO	SCHOOL TOTALS	248	184	74.19%	2	0.81%	0	0.00%	47 18.95%	1 %	0.40%	7	2.82%	0	0.00%	7	2.82%
1-1		248	184	74 19%	6	0.81%	0	0.00%	47 18.95%	1 %	0.40%	7	2.82%	0	%00.0	7	2.82%
TOTALS		240	5	14.10/18		2, 10.5											

Domonique C. White

2450 Blake St. San Bernardino, CA 92407 <u>dwhite@palcenter.org</u> 909-742-9871

Summary

I am honest, flexible, and culturally sensitive; I have good concentration and am proficient in interpersonal, communication, and organizing skills. As a continuing undergraduate student and founder of an active community based organization, I am presenting to you my exemplary skill-set, unbeatable work ethic, proven achievements, and no-nonsense negotiating abilities so that we may discuss my joining your team; a mutually beneficial opportunity.

Work Experience

PAL Charter Academy, October 1, 2015 - PRESENT

Athletic Director

- Successfully restored all PAL sports: Softball, Volleyball, Basketball, and Soccer
- Introduced Football and Boxing pilot projects for athletics expansion
- IESAL 2nd Place Boys Basketball 2015 2016 School Year

Simple, INNOVATIONS., December 19, 2011 - PRESENT

Co-Founder/Executive Administrator

- Administration (securing contracts, support staff/volunteers, fundraising, logistics, etc.)
- College Access Consultant & Trainer (supporting individual families on their journey & training staff/volunteers to facilitate the college access camps)
- Workshop Facilitation (guest facilitator for schools & community organizations)
- Event Planning (educational summits, college access camps, etc.)

Highland YMCA, August 1, 2015 - PRESENT

Basketball Head Coach

- 1st woman Coach to win leaugue championship Spring 2016
- Most requested Coach among YMCA players and parents
- 100% success rate in completing league with 1 of the top 2 records for 6 consecutive seasons

Education

Cslifornia State University, San Bernardino: Fall 2005 - Fall 2010

o BA in Human Development pending

Credentials

- California Credentialed Career Technical Education (CTE) Teacher
 - o Education & Child Development
 - o Marketing and Media
 - o Health and Medical Technology

References

• References are available on request.

Dwaine Radden Sr.

985 Kendall Dr. Suite #241- San Bernardino, CA 92407 909-887-0777 (Res) • 909-205-2373 (Cell) • radd34@msn.com

Chief Executive Officer

2013 – Present

3 years successful experience:

Providing fiscal, strategic and operations leadership in uniquely challenging situations.

Vigorous, purposeful, results-oriented leader with a strong track record of performance in turnaround and high-paced organizations. Utilize keen analysis and insights and team approach to drive organizational improvements and implementation of best practices. Superior interpersonal skills, capable of resolving multiple and complex (human resources, legal, financial, operational) issues and motivating staff to peak performance. Additional areas of expertise include:

- Marketing Leadership
- Profitability & Cost Analysis
- Programs & Services
- Billing, Collections & Cash Management
- Contract Negotiations & Strategic Alliances
- Finance, Budgeting & Cost Management

- Public Relations & Media Affairs
- Policy & Procedure Development
- Human Resources Management
- Team Building & Performance Improvement
- Strategy, Vision & Mission Planning

Professional Experience

Provisional Educational Services, INC.

Chief Operations Officer, PAL Center, San Bernardino, CA

2010-2013

As Chief Operations Officer for the PAL Center I work with individual department heads to monitor their work, not only ensuring each function stays on track to meet its goals, but also making sure each department understands its role in relation to the other departments, and the nonprofit's mission. Additional areas of responsibility include:

- Financial management
- Departmental budgets
- Human resources
- Project Development

- Operating strategies
- Developing organizational strategic goals
- Developing and implementing policies and procedures

Special Assistant to the CEO, PAL Center, San Bernardino, CA

2007-2010

Assisted CEO with operations and manage, calendar, travel, support the board and committee functions, worked on a variety of information gathering projects as well as provided background research and other information. Provided oversight of projects from start to finish. Worked as the pulse of the organization as a whole. I worked independently with minimal supervision on a variety of complex and varied duties. In addition, provide support to CEO and the Board of Directors

Director of Operations, PAL Charter Academy, San Bernardino, CA

Oversee and share responsibility with the Principal to ensure successful school operations while promoting the school's vision and mission for academic rigor, leadership development and character building while maintaining a welcoming learning environment focused on student achievement. Oversee all non-academic operations including business matters, financial management and reporting, record keeping, human resources, related operations, manage the schools non-academic staff, including custodial and office staff. Work closely and cooperatively with the Principal, who is responsible for educational leadership, to ensure the integrity, effectiveness and efficiency of the school. Additional areas of responsibilities include:

Athletics

- Reorganize Athletic department
- Create new policies and standard
- In charge of the hiring process for Coaches and all volunteers
- Purchase all uniforms and equipment for all athletic programs
- Schedule and provide transportation for all games and events
- Schedule and oversee venues for all sports facilities

Special Projects- Transportation

- Oversee all projects for facilities and coordinate fundraising events.
- Oversee vendors and contractors
- Oversee all transportation for the school, and all programs
- Hire and schedule drivers for all activities
- Verify all maintenance checks for vehicles and repairs

Community Service

 Oversee worksite, and assist the probation department and county services with adult and youth community service hours.

Vocational Education Teacher, Physical Education & Health Instructctor

2005-2007

Athletic Director & Coach

2005-2007

Business Experience

Owner, California Raiders, Minor League Football Team, San Bernardino, CA

(2004-present)

• Oversee facilities and all operations affiliated with owning and operating a Minor League Football Franchise. Organization services young men between the ages 18-25.

Owner, Bright Future Child Care Center LLC., San Bernardino, CA

(2009-2014)

 Oversee tours & enrollments; the maintenance of all business, accounting, payroll and financial records, along with insurance coverage & employee benefits; the creation and streamlining of all center policies and procedures. Purchase supplies and order equipment; hire and terminate staff; train and supervise employees; oversee our curriculum and staff development; maintain vendor contracts; purchase and review teacher resource materials; chair our monthly staff.

Owner, Action Appliance LLC. San Bernardino, CA

(1992-2009)

- Oversee planning, bookkeeping, hiring, marketing, payroll, terminate and delegate responsibilities to staff.
- Maintain facility and oversee all repair technicians
- Provide and maintain customer satisfaction.

Sears, Lead Technician, San Bernardino, CA

- Trained techs on all makes and models of Major appliances.
- Customer Service

Program Experience

Commissioner/Founder of the United Football Alliance League, Southern CA

(2009 - 2012)

 Presides over all committee meetings, appoints directors and coordinators, provides overall guidance and direction for the League, interprets the rules, presides over any appeal, presides over league and franchises business, league finances, and all other duties and responsibilities normally associated with the position of Commissioner.

CEO& Founder, Bright Future, San Bernardino, CA

(1997-2003)

- Reach One, Teach One, Mentoring Program youth ages 7-17
- Organize youth Football Camps for ages 5-17

Founder & Former President, San Bernardino Pop Warner Football, San Bernardino, CA

(1997-2003)

- Supervised youth football and cheerleading program, ages 7-14
- Oversee all league meetings and carry out policies. Appoint all committees and supervise their activities.
- Directed league members and staff on adhering to the rules, regulations, and policies of Youth Football Alliance

Memberships

- Active member of the IECAL (Inland Empire California Athletic League)
- National Interscholastic Athletic Administrators Association
- Member of The Southern California Football Association
- Member of the National Football Foundation

Awards and Certificates

- Child Care Development Completion Certificate, Component 1 and 3
- United Football Alliance League, Coach of the Year 2009
- National Football Foundation: Coach & Team of the Year 2006
- Joe Baca Community Service Award 2005
- San Bernardino Pop Warner, President of the Year 2003
- IECAL, Head Coach of the Year 2008
- State of California, Senator, Nell Soto 32nd District Certificate of Recognition for Community Service 2006
- Sears, Eagle Award for Excellence Service
- Black Rose 2014 Community Service Award

Education

East Tennessee State University (ETSU), 1985

California State University, San Bernardino, California

Vocational Education Designated Subjects Teaching Credentials, 1998

References

Available upon request

Student SCHOLAR Athletics



2016 - 2017 Coaching Staff

Coach Domonique White

Athletic Director

CPR/1st Aid Certified 3 years of High School Coaching Experience

Coach Melinda Mercado

Boys & Girls Volleyball

CPR/1st Aid Certified 10 years of Middle School/High School Coaching Experience

Coach Ruben Jackson

Boys Basketball

CPR/1st Aid Certified
3 years of High School Coaching Experience

Coach Victoria Rodriguez

Boys & Girls Soccer

CPR/1st Aid Certified
1 year of High School Coaching Experience

Coach Alex Avila

Strength & Conditioning Coach

CPR/1st Aid Certified
2 years of High School Coaching Experience
5 years of Semi-Pro Strength & Condition Coaching Experience



CIF Southern Section Application for Membership 2018-19 School Year

ALL INFORMATION MUST BE TYPED

Name of SchoolRiverside County Office of Education - Indio (RCEA-Indio)
Street Address 44-801 Golf Center Parkway
City and Zip Code <u>Indio</u> , 92201
School Telephone <u>760-863-3111</u> Athletic Telephone <u>760-863-3113</u> Fax <u>760-863-3110</u>
School Website <u>www.rcea.us</u>
Type of School (Check where applicable)
✓ Grades 9-12 Grades 10-12 ✓ Public Private ✓ Coed All Boys All Girls
Number of Student per Grade (Current Year) 9 th 22 10 th 40 11 th 25 12 th 12
Total Number of Current Year Students100
Anticipated Future Enrollment 3 Years Hence 200 5 Years Hence 250
New Public High Schools under Construction – Planned Opening Date Not Applicable
Charter Schools Only – Chartering District/Institution Riverside County Education Academy Athletic Program Goals and Objectives
To establish an athletic program to promote student involvement and create school pride.
To use athletics as an incentive for academic excellence.
Athletic Administration
Name of Principal Angela Lawyer Principal's email alawyer@rcoe.us
Name of Athletic Director Santos Campos Athletic Director's email scampos@rcoe.us
Accreditation: Accrediting Commission for Schools Western Association of Schools and Colleges 533 Airport Blvd., Suite 200, Burlingame, CA 94010 Name and Address of Accrediting Organization

Revised August, 2017

Facilities

Sport	Practice Facility	Game Site and Location
<u>Football</u>	RCEA - Indio	RCEA - Indio
Volleyball (girls)	RCEA - Indio	RCEA - Indio
Softball	RCEA – Indio	RCEA – Indio
<u>Baseball</u>	RCEA – Indio	RCEA – Indio
Basketball (boys)	RCEA - Indio	RCEA – Indio
Basketball (girls)	RCEA - Indio	RCEA – Indio
Cross Country (boys and girls)	RCEA - Indio	RCEA - Indio

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	V	V
	Field Hockey		·		Soccer		<u> </u>
	Football	V			Traditional Competitive Cheer		
	Golf				Water Polo		
	Tennis				Wrestling	•	
Spring	Traditional Competitive Cheer						-
	Volleyball		V				
	Water Polo						
	Badminton			_			
	Basebali	V					
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball			1			
	Swimming/Diving			-			
	Tennis						
	Track/Field		V				
	Traditional Competitive Cheer	-	<u> </u>				
	Volleyball						

Revised August, 2017

Coaching Personnel

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

Conditions of Membership

- School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
- 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 October 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
- 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.

Commissioner of Athletics	Denied	Aı	rea Placement	
Date	Approved	Probationary	Full, Restricted	Full, Unrestricted
CIF Southern Section Executive Co	30.04.05.05.05.05.05.04.04.04.04.04.04.04.04.04.04.04.04.04.		*********	********
3/22-/18 Date		Date Date		
Riverside County Education Academy Name of School	– Indio		Lishbauch, President, Bo District Board	pard of Directors
Signature of Administrator of Schools	(Superintendent/Princip	pal) Signature	Officer (Board/Trust	ee Officer)
	pred.	VIA	girin Kishba	uch.

https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?agglevel=School&year=2016-17&cds=33103300134320

California Department of Education

DataQuest Home / Enrollment Report

2016-17 Enrollment by Ethnicity

Riverside County Education Academy - Indio School Report (33-10330-0134320)

+ Report Description

+ Report Options and Filters

Not Reported	2.9%
Two or More Races	%0.0
White	1.4%
Pacific Islander	%0.0
Hispanic or Latino	94.3%
Filipino	%0.0
Asian	%0.0
American Indian or Alaska Native	1.4%
African American	%0.0
Total	70
Name	Riverside County. Education Academy Indio

Report Totals

	Not	Reported
Two or	More	Races
		White
	Pacific	Islander
	Hispanic	or Latino
		Filipino
		Asian
American Indian or	Alaska	Native
	African	American
		Total
		Name

https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?agglevel=School&year=2016-17&cds=33103300134320

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Riverside County. Education Academy - Indio	70	%0.0	1.4%	%0.0	%0.0	94.3%	%0.0	1.4%	%0.0	2.9%
Riverside County Office of Education	8,520	%0.9	%9'0	1.3%	1.1%	48.3%	0.3%	37.3%	2.0%	0.2%
Riverside County.	428,489	6.2%	0.5%	3.1%	1.9%	63.3%	0.4%	21.4%	3.0%	0.4%
Statewide	6,228,235	5.6%	0.5%	%0.6	2.5%	54.2%	0.5%	23.6%	3.3%	%2.0

California Department of Education

3/22/2018

DataQuest Home / Enrollment Report

2016-17 Enrollment by Grade

Riverside County Education Academy - Indio School Report (33-10330-0134320)

+ Report Description

+ Report Options and Filters

٠	J
Grade 12	10.0%
Grade 11	31.4%
Grade 10	37.1%
Grade 9	21.4%
Ungr Elem	0.0%
Grade 8	%0.0
Grade 7	%0.0
Grade 6	%0.0
Grade 5	%0.0
Grade	%0.0
Grade 3	%0.0
Grade 2	%0.0
Grade 1	%0.0
Grade K	%0.0
Total	70
Name	Riverside County. Education Academy Indio

Report Totals

Grad 12	10.0%
Grade 11	31.4%
Grade 10	37.1%
Grade 9	21.4%
Ungr Elem	%0.0
Grade 8	%0.0
Grade 7	%0.0
Grade 6	%0.0
Grade 5	%0.0
Grade 4	%0.0
Grade 3	%0.0
Grade (%0.0
Grade 1	%0.0
Grade Grade K 1	%0.0
Total	70
Name	Riverside County. Education Academy Indio

https://dq.cde.ca.gov/dataquest/dqcensus/enrgrdlevels.aspx?agglevel=School&year=2016-17&cds=33103300134320

Name	Total	Grade K	Grade Grade K 1 2	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grad
Riverside County. Office of Education	8,520	10.4%	8.1%	7.3%	8.3%	7.7%	7.4%	%0.7	%1.9	6.1%	%0.0	5.0%	5.6%	%9:9	13.8%
Riverside County.	428,489	8.3%	7.1%	7.0%	7.3%	%9'.	8.0%	7.7%	7.7%	7.8%	%0.0	7.8%	%6'.2	7.8%	7.9%
Statewide	6,228,235	8.6%	7.3%	7.2%	7.5%	%9'.	7.8%	7.6%	%9′.	%9'.2	%0.0	7.8%	7.8%	7.7%	7.8%
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Santos Campos

29520 Camino Cristal, Menifee, CA 92584 951-318-0148 scampos@rcoe.us

Summary

- · Effective communicator with positive rapport with students, staff, and community.
- Effective leader who treats all employees with respect and empowers them to become effective employees.
- Involved in many community based programs that partner with school and district.
- Experienced on the WASC process and assisting schools in gaining accreditation.
- Knowledgeable on state laws and education code as they pertain to personnel.

Education

Doctorate in Education Administration and Leadership La Sierra University, Riverside, CA	Present
Master's Degree in Education Administration California State University San Bernardino, CA	1997
B.A. Degree in Social Science California State University San Bernardino, CA	1994
A.A. Degree in Liberal Studies San Bernardino Valley College, San Bernardino, CA	1989

Career History and Accomplishments

Executive Director, Riverside County Education Academy, Moreno Valley, CA

2011-present

- Supervision of the opening of Riverside County Education Academy, a military themed charter school to include, staffing, student enrollment, curriculum and other programs.
- Establish Cadet Corp partnership.
- · Develop programs to meet the diverse education needs of students.
- Supervise day to day operations including recruitment and evaluation of certificated and non-certificated staff.
- · Supervise AVID, CIF, CTE and EL programs.
- · Establish community partnerships with school and community.

Director, High School Development, Alvord Unified School District, Riverside, CA

2010-2011

- Implemented CTE programs and each secondary school in the district.
- Supervised Adult Education and Alternative Education Programs.
- Supervised the opening of Hillcrest High School to include staffing, construction and working with contractor and architects on the project.
- Implemented dropout initiative program throughout the district.

Principal, Norte Vista High School, Riverside, CA

2003-2010

- Administered and evaluated certificated personnel staffing and operations.
- Implemented changes at a comprehensive high school of 2500 students.
- Developed programs to meet the diverse education needs of students from IB program to RTi programs to support classes for EL students.
- Established community partnerships with school and community.
- Member of district's certificated negotiations team.
- Monitored NCLB, PAR and BTSA on site.
- Hired and recruited certificated staff.

2001-2003 Principal, San Jacinto High School, San Jacinto, CA Supervised day to day operations of the school site. Supervised the middle college program. Supervised AVID program and implemented growth plan for AVID family. Served on district teacher recruitment team. 1999-2001 Assistant Principal, Cajon High School, San Bernardino, CA Responsible for evaluation of certificated and classified staff. Managed certificated personnel processes. Title I Program Facilitator, San Gorgonio High School, San Bernardino, CA 1997-1998 Supervised categorical budget. Implemented school plan and supervised funding to adhere to federal and state regulations. Teacher, San Gorgonio High School, San Bernardino, CA 1994-1999 Social Studies teacher at the high school level. Related Experiences Adjunct Professor Chapman University 2006-present Subjects: School Law, and Personnel and Diversity Teach students seeking an administrative credential. National University 2003-2005 Subject: Curriculum Development Taught aspiring administrators seeking a master's level course. California State University San Bernardino 2006-present Subjects: Secondary Education classes, School Law, and Diversity 1999-2000 Teach students seeking an administrative credential. Memberships and Affiliations Association of California School Administrators Inland Personnel Council Riverside Hispanic Chamber of Commerce Riverside Community College, Career Tech Education Advisory Committee Member **Awards** Principal of the Year, Alvord Unified School District 2008 County Principal of the Year, Friday Night Live 2007 Certificates

Association of California School Administrators, Personnel Academy

2008

Angela R. Lawyer

15871 La Costa Alta Dr. Moreno Valley, CA 92555 213-948-7080

FFoster02@aol.com

OBJECTIVE:

Obtain a professional administrative position with a local school district.

STRENGTHS:

I am a results oriented leader with strong ability to impact positive change in academic achievement. I encourage the use of diversified yet engaging instructional strategies to assist teachers achieve demonstrated mastery of content with their students. My years of administration and teaching as well as years in management will be an

asset in an administrative capacity.

EDUCATION:

Doctoral Candidate - Curriculum and Instruction

Walden University, 2018

Clear Administrative Services Credential

Brandman University, January 2014

Masters – Business/Organizational Management - May 2002

University of Phoenix

Bachelors of Arts - Psychology - June 1996

University of California, Los Angeles

EXPERIENCE:

10/2015 - Present

Principal – Riverside County Education Academy

- Established and set organizational structure for a new school
- Professional Development for Certificated Staff
- Introduction of Engaging Instructional Strategies
- PD on Data Driven Instruction
- Development of Professional Learning Communities
- State Testing
- Recruitment/Orientation for new students
- Develop and Evaluate Staff
- Community Outreach and Liaison
- Coordinated the implementation of AVID strategies and PD for staff
- Recruitment for new staff classified and certificated

10/2014-10/2015

<u>Director of Instruction</u> –Oakland Military Institute

- Managed and facilitated transformational/transactional change
- Facilitated Professional Development (Certificated Staff)
- Training in Direct Interactive Instruction
- Developed and trained staff on conducting effective PLC's
- Reinforced the essence of engaging instructional Strategies (DII)
- Implemented new curriculum adoptions to align with Common Core and SBAC
- Cultivated a shift to data driven instruction
- Instituted backwards planning (UBD)
- Introduced 1:1 Initiative with technology
- Adoption of New CCSS aligned curriculum

8/2013-9/2014

Principal-California Military Institute/PUHSD

- WASC Self Study Site Coordinator
- LCAP/LCFF
- Managed site athletics, facilities, transportation, and purchasing
- Facilitated/Organized the Chromebook Rollout
- Managed the Online Independent Study Program/CMI ISP
- Facilitated the integration of Edgenuity (online A-G courses)
- Facilitated the deployment of Redbird Technology (coined by Stanford University- Ed Program for Gifted Youth)
- Coordinated the Implementation of AVID on site
- Deployed Blackboard Technology for CMI ISP
- Participated in CCIS Consortium for Independent Study
- Contract Negotiations for CMITA
- Organized/Guided planning for Professional Learning Communities
- Instituted and provided training for Project Based Learning to align with Common Core Implementation
- Managed the site Honor Review Board for student discipline
- Drafted CMI Site Safety Plan
- Organized and facilitated Professional Development all staff
- State Commissioned Officer with CACC
- Target Number Program (CST Band Performance/Awareness)
- Co-Plan/Co-Teach Action Learning Systems
- Recruit/Interview New Teacher Candidate

TRAINING: Redbird Technology – Stanford University Spring (2014)

WASC OC Dept of Ed (10/2013) WASC /UCR Extension (6/2014)

Independent Study Conference for a Admin (11/2013)

Direct Interactive Instruction (2008-2010)

Van Safety (2011)

Defensive Driving (2011)

Leadership Academy (2010/2011)

Commandant's Training Academy (2010)

REFERENCES: Rick Wallis, Superintendent, Oakland Military Institute

(573)395-3344

Gary Pearson, Asst. to Superintendent, Oakland Military Institute

(317)960-2924

Buzz Breedlove, Board Member, Oakland Military Institute

(916)716-9526

Santos Campos, Executive Director, RCEA

(951)826-4905

Coaching Staff for RCEA - Indio

Jonathan Figueroa - Head Coach

- Riverside County Education Academy Indio
- Cathedral City High School Freshman Coach
- Rancho Mirage High School Freshman Coach
- Junior All American Football Micros Coach
- Junior All American Football Jr. Pee Wee Coach

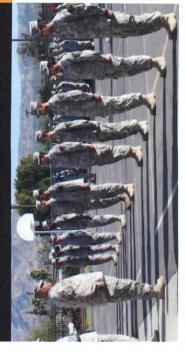
Joshua Trujillo - Assistant Coach

• Junior All American Football - Assistant Coach

Makayl Pellum - Assistant Coach

• Junior All American Football – Assistant Coach

Why Riverside County Education Academy?



Choose RCEA if you want to....

- Develop strong leadership skills.
- Develop self-confidence and work as part of a team.
- Be at a school with a structured environment.
- Attend a school students choose to attend.
- Attend a school where cadets wear uniforms with pride.

Reasons NOT to Choose RCEA...

- Because my child misbehaves and I want a boot camp environment.
- I want a reform school for my child.
- Because I want my child to join the military and RCEA will prepare my child for the military.

Core Beliefs

Academy is a unique education
Academy is a unique educational
experience for youths who have
not performed well in a traditional
educational setting. The combination of
intensive highly focused quality learning
opportunities with the rigorous and
demanding regimen of self-discipline
demanded in a military environment insures
that every cadet will have the opportunity
to succeed.

The Riverside County Education Academy believes that every cadet and recruit has within themselves the potential for leadership and service that will benefit our society as a whole.

Activities and training opportunities at Riverside County Education Academy focuses on developing our cadets as leaders who excel at all levels of responsibility.



Are you looking for something new... something different...

Riverside County



Education Academy

Success * Leadership Commitment * Respect * Courage

Success * Leadership Commitment * Respect * Courage

Are you ready to commit to success...

Leadership

Mission Statement



The Mission of the Riverside County Education Academy is to educate, train and inspire the Corps of Cadets so that each cadet becomes a leader of character relying on the values of honor, courage and commitment as a way to live a meaningful and productive life as a member of our

part of a team?

Do you want

to be

The Riverside County Education Academy will...

- Provide cadets with a positive learning environment enhanced by leadership, teamwork, and the structured discipline of the military in grade-level coursework in preparation for the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE).
- Provide a core academic and career/ vocational educational program as well as daily intervention periods so targeted cadets can build skills in reading, math, and English Language Development.
- Provide opportunities for cadets to build pride and honor through community service projects.

To find out more information, contact:

Captain Santos Campos Commandant/Principal Riverside County Education Academy Desert Area

44-801 Golf Center Parkway

Indio, CA 92201

(760) 863-3111 www.rcea.us





EDUCATIONAL PHILOSOPHY AND PROGRAM

Educational Philosophy

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

Mission

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

Vision

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

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

<u>Goals</u>

The Riverside County Education Academy combines the support and resources of parents/guardians, educators, and the community to assist cadets in achieving the following goals:

- 1. Provide cadets with a positive learning environment enhanced by leadership, teamwork, and the safe and structured discipline of a military milieu.
- Offer programs to ensure high school graduation through re-engagement strategies, competency-based instruction, performance-based assessment, and acceleration of basic reading and math skills.
- 3. Offer cadets opportunities for mentoring and training through partnerships with community organizations.
- 4. Provide a positive and empowering educational experience for cadets who select this opportunity when expelled by their school district.
- 5. Provide classroom-based educational programs for cadets not effectively served in regular education classes.
- 6. Provide a core academic and career/vocational educational program as well as daily intervention periods so targeted cadets can build skills in reading, math, and English Language Development, and recovery credits.
- Provide opportunities for cadets to build pride and honor through schoolsponsored community service projects.
- 8. Enroll every cadet in grade-level standards-aligned, challenging coursework in preparation for the state testing program.
- 9. Offer a technology-based credit-recovery program for cadets who are behind in meeting graduation requirements.
- Provide parents/guardians opportunities to participate in their cadet's education program.

CURRICULUM AND INSTRUCTIONAL DESIGN

The educational programs at RCEA are designed to meet the academic needs of the cadets as well as to offer military and vocational experiences for cadets' *learning and practicing skills that will reconnect them to learning* and improve their employability, and their success in a post-secondary school. The master schedule of classes is based on cadet needs and interests.

RCEA believes students learn best in educational environments that provide opportunities to explore, understand, and apply concepts and skills necessary to become independent problem solvers.

Optimal learning environments provided by RCEA:

Are physically and emotionally safe;

- Contain the necessary supports;
- Structure promotes the development of character and self-discipline;
- Teacher is respected, supportive and trusted;
- Curriculum is based in real life applications and presented in one-on-one or small group settings; and,
- Subject matter is appropriate, relevant, and intellectually stimulating.

These conditions are met in a variety of educational settings based on individual needs of the students.

RCEA holds the fundamental beliefs that learning best occurs when:

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

Guiding Structure

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

- High Expectations setting high expectations for all students;
- Self-Discipline responsibility for one's own behavior;
- Character Development emphasis on the development of integrity, service before self, respect, excellence, personal courage, loyalty, education, health, duty, and enthusiasm;
- Vocational Training
 – increasing access to intellectually challenging vocational
 and technical studies, with a major emphasis on using high-level mathematics,
 science, English, and problem-solving skills in the modern workplace and in
 preparation for continued learning;
- Academic Studies increasing access to academic studies that teach the essential concepts as related to real- world projects and problems;
- Work-based Learning a system that integrates school-based and work-based learning;
- Community Service giving students the opportunity to volunteer and take an
 active role in their communities:
- Leadership Development providing students with an opportunity to complete leadership-based curriculum, experiences, and activities;
- Teacher Collaboration

 teachers plan and deliver integrated instruction aimed
 at teaching high-level academic and technical content in professional learning
 communities;
- Active Students Engagement getting every student involved in rigorous and challenging learning;

- Extra Assistance— providing a structured system of extra help to enable students who may lack adequate preparation to complete a program of study that includes high-level academic and technical content; and,
- **Keeping Score** using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning.

High School Graduation Requirements

To attain a high school diploma, <u>cadets graduating prior to 2020</u> must earn a total of <u>200 credits</u> and pass required state testing. High school cadets in grades 9-12 receive credits for courses passed and credits are transferable to other high schools. Cadets must attain passing grades in the following state and local required courses to be eligible for a high school graduation diploma from the Riverside County Education Academy:

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

Beginning with the class of <u>2020</u>, to attain a high school diploma, cadets must earn a total of <u>215 credits</u> and pass required state testing. High school cadets in grades 9-12 receive credits for courses passed and credits are transferable to other high schools. Cadets must attain passing grades in the following state and local required courses to be eligible for a high school graduation diploma from the Riverside County Education Academy:

English	40 credits
Mathematics	20 credits (including 10 credits of Algebra)
Life Sciences	10 credits
Physical Sciences	10 credits
World History	10 credits
U.S. History	10 credits
Economics	5 credits
American Government	5 credits
Physical Education	20 credits
Visual/Performing Arts/	
Foreign Language	10 credits
Electives	85 credits



CIF Southern Section Application for Membership 2018-19 School Year ALL INFORMATION MUST BE TYPED

Sage Oak Name of School	Charter School	ol					
-	d Street, Suite #	#105					_
Re	dlands, CA 923	373					
School Telephone	eoak.educatior	hletic Tel				(888) 241-6	3118
School Website							
Type of School (Check when	re applicable)						
Grades 9-12 Gr	ades 10-12 F				•	All Girls	
Number of Students per Gra	de (Current Year)	9 th	10 th	11 th	2	12 th	
Total Number of Current Ye	ar Students						
Anticipated Future Enrollme	ent 3 Years Hen	300 ce	5 Ye	ars Hence _	500		
New Public High Schools un							
Charter Schools Only – Cha			Helendale				•
Athletic Program Goals and Sage Oak would like to ran as their own school	nd Objectives partner with U						
A thiotic A durinistruction							
Athletic Administration Krista	Woodgrift (Dire	ctor)			kwood	dgrift@sageoa	k.educatior
	Bill Dobson			ipal's email		bdobson@ccc	 s.education
Name of Athletic Director _			Athle	tic Director'	s email		
Accreditation WASC, 11590 West Be			0, San Diego	, CA 9212	7-160		
Name and Address of Accre	alung Organizatio	on					

Sport	Practice Facility	Game Site and Location
Football	11083 Hesperia Rd. Hesperia, CA 92345	11083 Hesperia Rd. Hesperia, CA 9234
Volleyball	11083 Hesperia Rd. Hesperia, CA 92345	11083 Hesperia Rd. Hesperia, CA 9234
Basketball	11083 Hesperia Rd. Hesperia, CA 92345	11083 Hesperia Rd. Hesperia, CA 923
Track and Field	11083 Hesperia Rd. Hesperia, CA 92345	11083 Hesperia Rd. Hesperia, CA 9234

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		
	Football	V, JV, F-S			Traditional Competitive Cheer		
	Golf				Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball	V, JV, F-S					
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball		V, JV, F-S				
	Swimming/Diving						
	Tennis						
	Track/Field	V, JV, F-S	V, JV, F-S				
	Traditional Competitive Cheer						
	Volleybail						

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

Conditions of Membership

- School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 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 October 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 mat copy submissions will not be accepted.	erials as PDF f	William		naronh@cifss.org; hard
Signature of Administrator of School (Superinter	ndent/Principal)	Signature	e of Officer (Board/Tru	stee Officer)
Sage Oak Charter Sch	loon	Commi	unity Collaborative Virt	cual School
Name of School		Name of	District Board	·
4-30-17		4/30/2	018	
Date		Date		
*********	*******	*****	*******	******
CIF Southern Section Executive Commit	tee Review and	Approval Status		
Date	Approved	Probationary	Full, Restricted	Full, Unrestricted
	Denied	Ar	rea Placement	
Commissioner of Athletics				

3 | D 2 0 2

10/24/2017 5:21:28 PM

SIF Completed

District: Helendale Elementary

School: Community Collaborative Virtual - Sage Oak Charter

CDS Code: 36677360136069

Section A. Full-Time Equivalent of Classified Staff

	,5																
Description	American Indian or Alaska Native not Hispanic	American Alaska Asian Islander Filipino not not not not not not Hispanic Hispanic Male Male Male	Pacific Islander not Hispanic	Filipino o not Hispanic Male	Hispanic African Filipino or Latino American not of Any not Hispanic Race Hispanic Male Male Wate		White not Hispanic	Two or More Races not Hispanic	American Indian or Alaska Native not Hispanic Hispanic Female Female	Asian not Hispanic Female		Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic	Two or More Races not Hispanic	Totals
FTE Paraprofessionals	0.00	00:00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	2.00
FTE Office/Clerical Staff	0.00	0.00	0.00	1.00	1.00	0.00	00.9	0.00	0.00	0.00	1.00	0.00	3.00	2.00	14.00	0.00	28.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	00.0	0.00	0.00	00.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section B. Kindergarten Program Type

Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	True
	None	
Transitional Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	True
5B	None	

Section E. Estimated Number of Teacher Hires (2018-19)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	0.0
Bilingual Education	0.5
Business	0.0
Dance	0.0
English	1.0
Foreign Language	0.5
Health Education	0.0
Home Economics	0.0
Life Science	1.0
Mathematics	1.0
Music	0.0
Physical Education	0.0
Physical Science	1.0
Reading	0.0
Self-contained Classes	2.0
Special Education	1.0
Social Science/Studies	1.0
Drama/Theater	0.0
Trades and Industrial Arts	1.0
Offire Specializations	0.0
B	

KRISTA WOODGRIFT

PROFILE

I have served in public education for seventeen years. Of those seventeen years, eleven years have been spent building, developing, and running personalized learning independent study charter school programs and schools that operate with a foundation of integrity and excellence for all students.

EXPERIENCE

DIRECTOR, SAGE OAK CHARTER SCHOOL – 2015-PRESENT Founded Sage Oak Charter School with a team of highly dedicated educators focussed on providing the highest quality program for personalized learning independent study students. Increased student enrollment from \sim 1,200 students to \sim 2,300 students in three years.

TEACHER SERVICES DIRECTOR, SKY MOUNTAIN CHARTER SCHOOL – 2013-2015 Oversaw and led school of approximately 2,300 students.

ADVISOR, SKY MOUNTAIN CHARTER SCHOOL -2008-2013 Oversaw and trained a group of teachers while serving on the school's administrative team.

TEACHER, MYERS ELEMENTARY SCHOOL – 2001-2008

Taught K-3rd grade. Served on leadership committee that collaborated and led to being awarded a California Distinguished School.

EDUCATION

BRANDMAN UNIVERSITY – CLEAR ADMINISTRATIVE CREDENTIAL, 2015

UC RIVERSIDE – LIBERAL STUDIES, 2000

PROFESSIONAL MEMBERSHIPS

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS (ACSA)- MEMBER APLUS+ PERSONALIZED LEARNING- MEMBER OF ADVISORY COUNCIL

11507 Blue Grass Rd., Yucaipa, CA 92399 909-556-7369 <u>www.saqeoak.education</u>

PROFILE

My career has been devoted to supporting families and students of all ages as they identify. pursue, and achieve their dreams. During this time my work has maintained an unwavering commitment to diversity and inclusion. The relationships I have developed within sport and academic communities is extensive having spent 35 years recruiting, retaining, coaching and mentoring student athletes. My work at every level of the NCAA (D-I, D-IAA, D-II, and D-III), professional ranks and high school settings empower me to serve as a unique resource for students, families, and groups as they identify their passions and pursue excellence.

EXPERIENCE

County Collaborative Charter School — April 2015 - Present

San Marcos, CA Educational Specialist - Grades 6-12 Program Development

Mountain Empire High School - CIF San Diego Section — August 2011 - March 2015

Pine Valley, CA

CIF San Diego

Teacher - Credit Recovery, Physical Education - Grades 9-12

Head Football Coach

Assistant Track Coach for Shot Put and Discus

Campo High School - CIF San Diego Section — August 2010 - July 2011

Campo, CA

Teacher - Alternative Education - Grades 9-12

Assistant Football Coach - Defensive Coordinator/Linebackers Mountain Empire High School

Assistant Track Coach for Shot Put and Discus Mountain Empire High School

Los Angeles Unified School District — August 2008 - July 2010

Los Angeles, CA Itinerant Physical Education Teacher - Grades K-5 Mariposa-Nabi Primary Center Arlington Heights Elementary School

Occidental College - NCAA III — August 2006 - July 2010

Los Angeles, CA Seasonal Employee Assistant Football Coach - Offensive Line

Los Angeles Avengers - Arena Football League — January 2003 - July 2008

Los Angeles, CA Offensive Line Coach Defensive Line Coach

Toronto Argonauts - Canadian Football League — February 2002 - December 2002

Toronto, ON

Offensive Coordinator

Offensive Line Coach

British Columbia Lions - Canadian Football League — February 2001 - January 2002

Vancouver, B,C

Offensive Line Coach

Saskatchewan Roughriders - Canadian Football League — February 2000 - January 2001

Regina, SK

Offensive Line Coach

Toronto Argonauts - Canadian Football League — April 1999 - January 2000

Toronto, ON

Offensive Line Coach

University of San Diego - NCAA I-AA — March 1995 - March 1999

San Diego, CA

Offensive Coordinator

Offensive Line Coach

Special Teams Coordinator

Linebacker Coach

Football Recruiting Coordinator

University of Redlands - NCAA III — February 1994 - February 1995

Redlands, CA

Offensive Coordinator

Offensive Line Coach

Athletic Department Recruiting Coordinator

University of San Diego - NCAA I-AA — February 1993 - January 1994

San Diego, CA

Special Teams Coordinator

Linebacker Coach

Football Recruiting Coordinator

Cal State Fullerton - NCAA I — July 1991 - January 1993

Fullerton, CA

Offensive Line Coach

Occidental College - NCAA III — February 1987 - June 1991

Los Angeles, CA

Offensive Coordinator

Offensive Line Coach

Athletic Department Recruiting Coordinator

San Francisco State University - NCAA II — February 1986 - January 1987

San Francisco, CA

Offensive Line Coach

Instructor Department of Health, Physical Education, and Recreation

Football Recruiting Coordinator

New Mexico State University - NCAA I — July 1982 - January 1986

Las Cruces, NM
Offensive Line Coach
Receiver Coach
Academic Liaison
Offensive Graduate Assistant

EDUCATION

Sports Administration - Continuing Education Coursework - 2013-2014 United States Sports Academy - Virtual

Continuing Education Coursework - 2012 - 2014 Brandman University - Virtual

Irvine, CA

English

Math

Science

Social Science

Master of Arts - 1986

New Mexico State University

Las Cruces, NM

Educational Management and Development

Bachelor of Arts - 1981

Occidental College

Los Angeles, CA

Physical Education

CREDENTIALS/CERTIFICATES

California Single Subject Teaching Credential

Physical Education

Crosscultural Language and Academic Development Certificate

Certificates of Compliance - Elementary and Secondary Education Act

English

Math

Science

Social Science

Certificate of Completion CPR/AED: Adult, Child, Infant + Standard First Aid (BLS)

Certificate of Completion -Work Permit Certification Training

Application for membership of:



April 30, 2018

Overview

Mission Statement

Sage Oak, in collaboration with parents, teachers, students, and the school's leadership team, cultivates life long learners by recognizing students' and parents' needs for educational options. Sage Oak balances flexibility with accountability and high academic excellence for families seeking a non-traditional, personalized educational experience. Sage Oak understands the need for partnership in order for students to attain their personal academic goals.

Vision Statement for Our Students

Sage Oak students are intrinsically motivated learners who are well equipped for life's challenges and serve their communities, while successfully pursuing their interests with integrity.

Areas of Vision

- PERSONALIZATION: We will provide an educational experience of personalized learning and academic choice, within the state guidelines. Our learning model will afford families the peace of mind that they are participating in a program that will keep their students on track for learning, regardless of the school they attend.
- SUPPORT: Our priority is to support individualized student learning by collaborating with the parent educator and the student. We will utilize staff strengths, professional development opportunities, and community resources to support our students in their journey to become lifelong learners and reach academic excellence.
- ACCOUNTABILITY: We are committed to maintain sustainability through academic, fiscal, and legal accountability. We will meet criteria necessary to achieve renewal, ensure audit compliance annually, and continue compliance with legal regulations governing our school.
- GROWTH: We are strongly committed to serving our community which will establish
 us as a leader in the independent study model. We will set ourselves apart through
 expertise, parent support and high academic achievement which will benefit our
 stakeholders.

Sage Oak's Core Values

• Student Centered: Support students in becoming lifelong learners.

- Support: Provide the highest level of service to families and one another.
- Integrity and Compliance: Remain compliant with the law to keep the school sustainable.
- Positive School Culture: Welcome the input of every student, parent and staff member.
- Streamlined: Aim to minimize paperwork and documentation for parents and staff to the extent possible.
- Standard of Excellence. Strive to be the most exceptional personalized learning program.

Student Learning Outcomes

To meet the demands of the 21st century, Community Collaborative Virtual School-Sage Oak Charter School graduates will be:

Creative and Complex Thinkers

- 1. Students will propose, evaluate, and use a variety of strategies, tools, and skills to produce solutions.
- 2. Students demonstrate the ability to recognize and analyze problems from multiple perspectives including real-world situations.
- 3. Students exhibit intellectual courage by advocating for their own learning, seeking help when needed, and persevering when challenged.

Effective Communicators

- 1. Students are able to actively engage in a variety of topics through polite and respectful conversation.
- 2. Students exhibit articulate, effective, and persuasive communication orally, visually, and in writing to a diverse range of audiences using a variety of methods.
- 3. Students will engage in cooperative relationships with teachers and peers.
- 4. Students use technology in various forms to effectively communicate and demonstrate knowledge.

Community/Global Participants

- 1. Students are prepared to meet the demands of college or career; demonstrating various skills in seeking employment and/or college admission.
- 2. Students show respect for self and others and celebrate cultural diversity.
- 3. Students will make positive contributions to their community (e.g. register to vote, care for the environment, volunteer).

Empowered and Independent Learners

- 1. Students are self-directed, self-disciplined, self-monitored, and demonstrate self-corrective thinking.
- 2. Students are curious, inquisitive thinkers, dedicated to lifelong learning.
- 3. Students plan and study effectively and efficiently using time management skills.

4. Students actively participate in the creation and pursuit of personal, academic, and professional goals.

Curriculum

SOCS students have several pathway curriculum options, however students enrolled in this program will utilize PLATO online learning classes through Edmentum Courseware or will use a curriculum of equal rigor and quality. The PLATO coursework has been aligned to meet California State Standards, and their instructional design is research based. In addition to PLATO online learning, students will have access to vendor workshops, and textbooks, to supplement the independent study program with traditional explicit direct instruction. As needed, instruction that addresses the various modes of learning of each student, along with necessary remediation, are provided by each SOCS teacher in one on one meetings with students and parents.

SOCS 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. The independent study based program takes advantage of non-conventional means of instruction, utilizing online resources, while at the same time encouraging parents to be integrally involved in their child[rens] education.

SOCS 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 SOCS 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 SOCS staff to facilitate the academic development of our diverse student population.

Graduation Requirements.

SOCS has set a goal to graduate one hundred percent of students in each class, college-ready, having completed the A-G subject requirements approved by the UC and CSU institutes of education. However, below is a list of minimum graduation requirements that have been established by the Board of Trustees that oversees Sage Oak Charter School.

Content Area:	Required Credits:
English Language Arts	40
Algebra	10
Mathematics	20
Biology/Life Science	10
Earth/Physical Science	10
Physical Education	20

American Government	5
Economics	5
Internship/Service Learning	10
Elective/CTE	10

<u>Item 3</u>:

Coaching Staff Names and Qualifications:

Football-George Neos University Careers and Sports Academy (Vendor)

Varsity Football Coach 2016, 2017

Volleyball- Bethany Neos University Careers and Sports Academy (Vendor)

Varsity Volleyball Coach 2016, 2017

Lighthouse Christian School

Volleyball Coach 2006-2008

Santa Monica College Volleyball 1997-1998

Coach's Award Recipient 1998

Most Improved Player Award 1998

Lighthouse Christian Academy

Captain-Girls Volleyball 1996

Pioneered Volleyball program 1995 Captain-Girls Basketball 1996, 1997

Boys Basketball-Luis Ramirez University Careers and Sports Academy (Vendor)

Varsity Basketball Coach 2017-2018

Girls Basketball-Juanita Figueroa University Careers and Sports Academy (Vendor)

Varsity Basketball Coach 2017-2018

Boys and Girls Track & Field

George Neos University Careers and Sports Academy (Vendor)

Varsity Football Coach 2016, 2017

Boys Baseball - TBA

Girls Softball - TBA



CIF Southern Section Application for Membership 2018-19 School Year

ALL INFORMATION MUST BE TYPED

Name of School_South Hills Academy
Street Address1600 E. Francisquito Ave
City and Zip Code West Covina, CA 91791
School Telephone 626-919-2000 Athletic Telephone 626-919-2000 Fax 626-918-7730
School Website https://www.shacademy.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 11 10 th 12 11 th 22 12 th 0
Total Number of Current Year Students _55
Anticipated Future Enrollment 3 Years Hence 150-200 5 Years Hence 300-350
New Public High Schools under Construction – Planned Opening Date
Charter Schools Only – Chartering District/InstitutionN/A
Athletic Program Goals and Objectives
SHA student-athletes have an opportunity to challenge themselves through sport and to build upon characteristics of leadership and citizenship while cultivating teamwork, self-discipline and physical fitness. The SHA tradition has been to win with honor. We desire to field champions at every level, but only by maintaining the integrity of our athletes, our school, and our community. At SHA we aim to develop champions and teach the fundamental skills of the sport in conjunction with the lessons of sportsmanship, responsibility, and teamwork.
Athletic Administration
Name of Principal Gabriel Ramirez Principal's email gramirez@shacademy.org
Name of Athletic Director Paul Chavez Athletic Director's email pchavez@shacademy.org
Accreditation
Western Association of Schools and Colleges - 533 Airport Boulevard, Suite 200 Burlingame, CA 94010-2009
Name and Address of Accrediting Organization

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Facilities

Sport

-		
Girls Volleyball	South Hills Acadmey	Cameron Center: 1305 E Cameron Ave, West Covina, CA 91790
Girls Cross Country	Track at SHA and around SHA	SHA 1600 E Francisquito Ave, West Covina, CA 91791
Girls Basketball	South Hills Academy	Cameron Center: 1305 E Cameron Ave, West Covina, CA 91790
Girls Badmiton	South Hills Academy	Royal Oak Middle School: 303 Glendora Ave, Covina, CA 91724
Boys Cross Country	Track at SHA and around SHA	SHA 1600 E Francisquito Ave, West Covina, CA 91791
Boys Soccer	South Hills Academy	Walnut Ranch Park: 20101 Amar Rd, Walnut, CA 91789
Boys Golf	City of Industry Golf Course: \$10 per student	City of Industry Golf Course: 1 Industry Hills Pkwy, City of Industry, CA 91744

Practice Facility

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		V
	Field Hockey				Soccer	V	
	Football				Traditional		
					Competitive		
	Golf		V		Cheer Water Polo		
	Tennis		V	+	Wrestling		
	Traditional			+	Wiesting		
	Competitive Cheer						
	Volleyball						,
	Water Polo						
				7			
				7			
Spring	Badminton	V	V	7			
	Baseball						
	Competitive						
	Sport Cheer						
	Golf	V					
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field						
	Traditional			7			
	Competitive Cheer			┙			
	Volleyball						

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Game Site and Location

Coaching Personnel

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

Conditions of Membership

- School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
- 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.
- 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 October I of each year.

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- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- Application fee of \$100, made payable to CIF Southern Section and mailed to CIF Southern Section 10932 Pine Street, Los Alamitos, CA 90720, and Attention: Sharon Hodge.

IMPORTANT Please Note:

Revised August, 2017

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

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

Submit applications and supporting copy autimissions will not be access		files ONLY, email	to Sharon Hodge at sl	haronh@cifss.org; hard
Signature of Administrator of School (Su	perintendent/Principal)	Signatur	e of Officer (Board/Tru	stee Officer)
South Hills Academy	5	South	Hills Academy	
Name of School		Name of	District Board	
04/27/18		04/27/	18	
Date		Date		
*****	*****	*****	*****	******
CIF Southern Section Executive Co	mmittee Review and	Approval Status		
	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date				
	Denled	4.	rea Placement	
Commissioner of Athletics		A	ta i iaiçustii.	

3|Page



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Annual Filing

Private School Affidavit Form 2017-18

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:	10/3/2017 10:49:34 AM
Confirmation:	218495
Page Generated:	4/30/2018 8:42:06 AM

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

School Information

1. Name of School	South Hills Academy
CDE-assigned 14 digit CDS code if one was previously assigned	19650946983084
3. County in which school is located	Los Angeles
4. Public school district in which school is located	West Covina Unified
5. Street Address (P.O. Box is not acceptable	1600 East Francisquito Avenue
6. City	West Covina, CA 91791 -
7. School Telephone Number	626-919-2000
8. Optional School Fax Number	626-918-7730
9. School E-mail Address	gramirez@shacademy.org
10. Optional School E-mail Address	aaramburo@shacademy.org
11. Optional School Web Site Address	www.shacademy.org
12. Mailing Address (only if different from #5 above)	
13. Mailing City (only if #12 has response)	
14. Type of School	Coeducational
15. School Accommodations	Both
16. Does the school provide special education services?	No
17. Grade Span offered	Lowest: K Highest: 12
18. High School Diploma Offered	No
19. Classification of school	Religious (Code:NA)

Prior Year School Information

20. Has this school ever filed a Private School Affidavit under a different school name?	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 m Oldest: 19	onths	
25. Specify the enrollment counts by grade on or around the date	Grade	Number of Pupils	
the affidavit is filed. *	Kindergarten	17	
(NOTE: Do not report pre-school enrollment; pre-schools that do	First Grade	16	
not offer kindergarten should not file this PSA.)	Second Grade	17	
	Third Grade	14	
	Fourth Grade	15	
	Fifth Grade	16	
	Sixth Grade	14	
	Seventh Grade	24	
	Eighth Grade	17	
	Ninth Grade	10	
	Tenth Grade	11	
	Eleventh Grade	23	
	Twelfth Grade	9	
	Ungraded Elementary	0	
	Ungraded Secondary	0	
	Total Enrollment	203	
	1		- EBA

26. Number of Twelfth Grade Graduates in 2016-2017 School Year	3
27. Number of School Staff	Staff Type Number of Staff
	Full-time Teachers 43
	Part-time Teachers 6
	Administrators 4
	Other Staff 9
	"Other Staff" includes instructional aides, therapists, secretaries, etc.

Administrative Staff

28. Site Administrator	Dr. Gabriel Ramirez
29. Site Administrator Title	Head of School
30. Site Administrator E-mail Address	gramirez@shacademy.org
31. Director or Principal Officer Name	Dr. Gabriel Ramirez
32. Director or Principal Officer Position	Head of School
33. Director or Principal Officer Address	1600 E. Francisquito Ave
34. Director or Principal Officer City	West, Ca 91791 -
35. Director or Principal Officer E-mail Address	gramirez@shacademy.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. Anna Camargo
37. Address (Location of Records)	1600 E. Francisquito Ave
38. City	West Covina, Ca 91791 -
39. E-mail Address	acamargo@shacademy.org

Tax Status of School

- 40. Tax-exempt, nonprofit status under Section 501(c)(3) of the 1954 U.S. Internal Revenue Code NO
- 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 YES

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

Electronic Signature

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

Name of owner or other head of school	Dr. Gabriel Ramirez
Title	Head of Schools
Telephone Number	626-272-2146
Electronic Signature - Birth Month	***** Not displayed for security purposes
Electronic Signature - Birthday	***** Not displayed for security purposes
Electronic Signature - Question	What is your favorite color?
Electronic Signature - Answer	***** Not displayed for security purposes

Form Submitted:	10/3/2017 10:49:34 AM
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California Department of Education 1430 N Street Sacramento, CA 95814

Gabriel Anthony Ramirez

616 Brigita Avenue, Valinda, Ca 91744 (626) 272-2146

ramirezg777@hotmail.com

Professional Profile
School leader: Effec

School leader: Effective instructional leader with the ability to improve academic programs while effectively managing school budget. Ability to use data to identify areas of strengths and needs. Able to implement new programs through utilizing input from stakeholders, internal resources, and best practices. Create and lead collaborative teams towards aligning curriculum, and setting rigorous academic goals. Support teachers through examining best practices, using Danielson Framework for effective teaching, and through using PLC's. Educational innovation through continuing education, professional development, and through collaboration with experts.

Nationally Board Certified teacher with a proven ability to increase literacy and motivation. Have created thematic curricula aligned to state standards; in addition to having created a successful writing program. Have a 92% student pass rate on the high school exit exam, and on average, students have a yearly increase in reading level ranging from 2-4 years. Also, as an instructor for National Boards, have a 90% teacher pass rate.

Areas of Expertise

- Instructional leader & Curriculum Development Instructor/facilitator-National Board, Professional Development
- Managing School Budget
- PD & Data-driven Instruction
- Marketing/Recruitment
- Community Outreach
- WASC
- Teacher Coaching/Teacher Mentor
- Academic counseling and college workshops
- School activities, fundraising

Education and Certifications

Ed.D. Doctorate of Education

University of California, Los Angeles. 2014

M.A. Educational Leadership Policy and Politics

Teachers College, Columbia University.

M.A. Education (English)

University of California, Los Angeles, Graduate School of Education & Information Studies. 2002

Bachelor of Arts English: British Literature

University of California, Los Angeles. 2000

Certifications

National Board Certification – English Language Arts/Adolescence and Young Adulthood. 2005

State of California: Professional Clear Single Subject - English Language Arts/ CLAD. 2001

State of California: Preliminary Administrative Credential (Tier I)

Administrative Credential Certificate of Eligibility

"As a facilitator, Gabriel is exactly what is needed to help candidates be successful through this rigorous process. His group has commented on his knowledge base, his adaptability to all contents, and his ability to provide deep and rich insight. His expertise and his demeanor are the perfect combination that motivates his candidates to be prepared, accountable, and diligent in their process."

Director of the Support

Network, UTLA

"I can testify to the fact that Mr. Ramirez is extremely qualified to meet the students' needs at any school. Both in the classroom and in the hallways, Mr. Ramirez passionately and effectively helps the students learn and take responsibility in their own educational journey."

Jeff Matsumura, M.Ed. English Department Chair,

Employment and Experience

Head of Schools (Interim)

South Hills Academy, West Covina, CA February 2016-present

- Oversee all academic programs (pre-school thru high school)
- Oversee facilities of school
- Oversee local recruitment and marketing
- Oversee WASC mid-cycle evaluation
- Hire and evaluate all faculty
- Plan and lead PD for all faculty
- Manage and control school budget
- Connect and develop strong relationships with all stakeholders

Director of Teacher Induction (Interim)

CSULA LAUTR/CCE, Los Angeles, CA November 2014-September 30, 2015

- Instructional Coaching for pre-service and novice teachers
- Recruitment/Selection LAUTR program
- Liaison for CSULA and LAUSD
- Provide PD's based on data collected and teacher interaction

English Teacher

PUCS Schools - ECALS, Los Angeles, CA, November 2013-July 2014

- Teach 9th grade humanities, 12th grade, and AP Lit.
- Humanities lead teacher
- Develop curriculum for humanities and AP Lit.
- Collaborate with English dept.

Assistant Principal (Founding)

Larchmont Charter School, Los Angeles, CA, August 2012-August 2013

- Develop and monitor curriculum (A-G aligned) for all students (including English Learners, Special Education, and GATE)
- Develop school culture (i.e. school-wide activities, student leadership, school traditions, PD, communication with families, school website)
- Assist the principal in coordinating and implementing teacher evaluation procedures, PD for faculty, including new teacher support
- Maintain a positive school climate that ensured the safety, health and welfare of students

English Teacher

Larchmont Charter School, Los Angeles, CA, August 2011-2013

- Teach 7th and 8th grade English while providing ELA support
- Create a constructivist curriculum that is culturally relevant and project-based
- Member of leadership cadre
- Work with colleagues to create a school that is rigorous, inclusive, and that promotes a college-going culture.

NBPTS Instructor/Facilitator

The Support Network, Los Angeles, CA, August 2008-2011

- Evaluate and assess curriculum, teaching strategies, and the use of standards.
- Be knowledgeable in various content areas and best practices.
- Help teachers reflect on personal pedagogy in order to better serve their students
- Organize & facilitate study sessions in order to prepare teachers to become Nationally Board Certified

Administrator

Bright Star Schools, Los Angeles, CA, August 2010-January 2011

Administrator who led weekly department meetings to provide teacher support and instructional guidance.

"He labors over ways to address his students' academic issues and eagerly seeks support and advice from his colleagues." Kristin Botello Administrator/English Teacher

National Board Certified

"He is a delight to have in the

classroom, as his presence ads

have each week. Furthermore.

motivation regarding advanced

school to be more than just his

own resume development, but

rather about his sincere desire

of children in his home state of

to help and advance the lives

Catherine Guerriero, PhD

Faculty, Teachers College,

Columbia University

California."

much to the discussions we

he has shown tremendous motivation outside the

classroom to meet with me

regarding extra readings, outside research and next steps in his career. I have found his

- Coordinate and proctor state assessments such as CELDT & STAR exams.
- Implement writing program, revise English Curriculum, and promote team teaching
- Provide Professional Development in writing and reading.
- Work on administrative team to enhance and reform school vision

"Mr. Ramirez is prepared daily with interesting and challenging lessons that demonstrate forethought." Sandra Diana—Guiding Teacher

English Teacher

Harvard-Westlake School, Los Angeles, CA, August 2008-September 2009

- Collaborate with English Department to discuss curriculum and pedagogy
- Teach 7th & 8th grade English and work in collaborative teams
- Participate in admissions and recruitment
- Support & participate in overall school activities.

English Teacher /Drama Teacher (Lead Teacher)

Roosevelt Math, Science, & Technology Magnet, Los Angeles, CA, 2001-2008

- Department lead whose role was to ensure vertical planning and write standard based curriculum.
- Organize and implement student-centered educational programs
- Classes taught: 9th grade Sheltered, Regular, and Honors, 10th grade Regular and Honors, 11th, & 12th grade Regular and AP: English Literature and Composition
- Provide academic counseling and college workshops
- Produce Fall and Spring play
- Organize fundraising activities to raise approx. \$10,000 for productions every year

Additional Roles

Professional Development Collaborator & Presenter

Theodore Roosevelt High School, Los Angeles, CA, 2003 - 2008

 Prepared & presented curriculum development to colleagues regarding better teaching practices, such as: Scaffold Strategies in Writing, Classroom Management Practices and Reading Strategies

Standards-Based Curriculum Development Committee

Theodore Roosevelt High School, Los Angeles, CA, 2001-2005

- Aligned California English/Language Arts standards to classroom curriculum
- Collaborated with colleagues to align English department curriculum

America's Choice (Ramp-Up) Co-Lead

Theodore Roosevelt High School, Los Angeles, CA, 2002-2003

- Coordinated meetings for about 6-10 teachers in support of implementation and supplementation of curriculum
- Coordinated classroom observations to ensure proper integration of curriculum

Lead Teacher-College Awareness

Theodore Roosevelt High School, Los Angeles, CA (2001-2008)

- Provide students information on various colleges/universities
- Help students to meet and/or exceed A-G requirements
- Organize college application and financial aid workshops
- Take students on college tours

House of Representatives Advisor (2006-2007)

Theodore Roosevelt High School, Los Angeles, CA

- Served as faculty advisor to over 100 students
- Helped provide a voice to students to have input about school policy
- Help students to change and enact school policy

"Gabriel has always impressed me as a serious person who is very committed to education and to the community." Sandra Mano, Ph.D. UCLAWriting Program

Magnet Lead Teacher (Activities and Recruitment)

Theodore Roosevelt High School (2002-2008)

- Organize assemblies that promote academics and community
- Visit middle schools and share with parents/students the goals and intent of our program.
- Organize Annual Haunted House for school community
- Organize Senior Magnet activities including awards night.

Class Advisor for Class of 2006 (2002-2006)

Theodore Roosevelt High School, Los Angeles, CA

- Served as faculty advisor for four years to a graduating class of 800
- Organized school wide extra-curricular functions such as Prom
- Organized graduation at Los Angeles Shrine Auditorium
- Developed fundraising activities to raise \$20,000

Magnet Mentor Program Lead (2003-2007)

Theodore Roosevelt High School, Los Angeles, CA

- Facilitated the grouping of students and assigned these groups to teacher mentors
- Organized weekly meetings with teachers and students to provide relevant information.

PAUL CHAVEZ

3633 Honeysuckle Drive, Chino Hills, CA, 91709 paulcchavez90@gmail.com (909) 438-5966

CAREER OBJECTIVE

Establish a P.E. program which focuses on skill development, physical fitness, sportsmanship and team building. Promote physical fitness with after school programs as well as coaching sport teams. Maintain a positive leaning environment using effective management techniques while having high expectations of the students.

EDUCATION

Bachelor of Science in Kinesiology: Health and PE Teacher Education
University of Hawaii at Manoa

(May 2017)

TEACHING EXPERIENCE

Athletic Director: South Hills Academy (August 2017- Present)

- Organized and scheduled athletic events
- Set up and break down equipment used for athletic events
- Hired coaches for middle school and high school sports
- Communicated with parents to volunteer for events to ensure transportation and food for student athletes
- Evaluated scholastic eligibility for all athletic team candidates

Physical Education Teacher: South Hills Academy: Grades K-12 (August 2017- Present)

- Ordered P.E. clothes for the students
- Modified lesson plans for non-English speakers and international students
- Reinforced a healthy lifestyle through sports and health education
- Managed classes with established rules, high expectations, and a positive learning environment
- Focused lessons on motor skill development, sport related skills, and team building

Student Teacher: Lanikai Elementary; Grades K-6, Kailua HI (January 2017 – May 2017)

Ewa Makai Middle School; Grades 7-8, Ewa Beach HI (July 2016 – December 2016)

- Assisted mentor teacher with coaching for a fitness meet, after school cooking class, Health and Wellness Fair and before school running club
- Head Coach for 5th and 6th Girls' basketball team
- Coordinated assignments and assessments using Google Class
- Used a variety of instructional techniques including technology driven lessons
- Attended Professional Development day seminar

INTERACTIVE FIELD EXPERIENCES

South Hills Academy: Basketball Head Coach (December 2017-February 2018)

- Coached Middle School girls team, finished season undefeated and division champions
- Boys and Girls Club of Hawaii (2014-2016):
 - Coached High School flag football and basketball for at risk youths

Head Coach Search

South Hills Academy is in the midst of finding a head coach for the following sports: Cross Country boys and girls, girls basketball, girls volleyball, boys basketball, boys soccer, boys gold and boys and girls badminton. The following is what South Hills Academy has

SHA is seeking a varsity_____ head coach for the 2018-2019 school year. SHA will be apart of CIF for the 1st time and we are looking for coaches to upstart our new athletic program. Coaching responsibilities include management of all facets of the _____ team to include, but not limited to: building competitive teams; organizing and running practices; developing and implementing effective game strategies; recruiting highly successful student athletes, scheduling contests and ordering uniforms. Additional responsibilities may include department wide duties as assigned. Successful candidates must have a passion for coaching; maintain a high standard of integrity in all aspects of team management; foster a culture that promotes Christian values of the School and the academic experience of the student; and intentionally integrate school core values as the framework from which to coach and build athletic programs. A thoughtful approach, the desire to constantly improve, and innovative thinking will be essential to success in this role. The head coach will possess a background with demonstrated success in the field of coaching and must possess a certified coaching license.

Jeremy Ebbink

- 09/16 10/16 Girls' Freshman Head Volleyball Coach, Edgewood High School, West Covina, CA
- 03/15 05/15 Middle School Track and Field Coach, Lund School, Lund, NV
- 8/14 10/15 Girls' Middle School Head Volleyball Coach, Lund School, Lund, NV
- · 4th place in league in our second year even though we had only six players, one of whom was in fifth grade
- 2/10 4/10 Girls' Club Volleyball Assistant Coach, Club Digzz Power 15s, Davis County, UT
- 8/09 10/09 Girls' Middle School Head Volleyball Coach, Christian Heritage School, Riverdale, UT
- · 2nd place in league
- · 4th place at Pocatello tournament; earned sportsmanship award
- 6/06 6/09 Girls' Frosh Head Volleyball Coach, Monta Vista High School, Cupertino, CA
- · Revived freshmen team from scratch
- · In three seasons came in 1st place, 2nd place, and 3rd place in league
- 2/07 5/07 Boys' JV Head Volleyball Coach, Monta Vista High School, Cupertino, CA
- · Helped to start the boys' program
- · 2nd place in league in our first season

Athletic Trainer

South Hills Academy is looking to hire a part time Athletic Trainer with the intention of hiring them full time once our sports program is established. During competitions and event SHA will hire an athletic trainer through the website Athletic Trainer 4 Hire:

http://www.athletictrainer4hire.com

The following is a description of the company which can be found on their website:

Athletictrainer4hire.com has assisted many event coordinators, youth associations and other sports organizations in locating certified athletic trainers over the past several years. The most noticeable events that we've provided athletic trainers include the Under Armour All-American Football Game, the Semper Fi All-American Football Game, 3D Lacrosse Spring Break Tournaments and for the Debartolo Football Academy. Athletictrainer4hire.com has also located certified athletic trainers for on-set sport action commercial and photo shoots with 3rd and 1, Inc sports coordinators.

Over the years, Athletictrainer4hire.com has been featured in several social media blog, magazines and newsletters and even featured in a published book entitled "A Career as an Athletic Trainer" by author Mary-Lane Kamberg. Athletictrainer4hire.com is also featured on the concussion app "Concussion Response & Recognition" or CRR by Par, Inc. Their app is available for free and has been distributed to thousands of youth association nationwide.

Networking is important in our profession and therefore Athletictrainer4hire.com offers opportunities through our social media outlets for athletic trainers and others to connect and discuss medical issues. It also serves as a resource for the exchange of employment opportunities and notification of our specific sporting events and camps.

Athletictrainer4hire.com continues to develop relationships with event coordinators and youth associations while continuing to grow our nationwide network of certified athletic trainers.

Enjoy life...enjoy sports...and enjoy Athletictrainer4hire.com!



South Hills Academy Academic Policy South Hills Academy Graduation Requirements Policy

SHA course offerings will fulfil A-G requirements and California High School requirements. A student requires a total of 270 credits to graduate with a South Hills Academy high school diploma. SHA students will need to take additional electives and AP courses beyond our graduation requirements to ensure competitiveness for university admissions. Note: Each semester course taken at SHA is worth 10 credits.

Note: Due to SHA's accelerated schedule, students can take certain courses sooner. This will be determined by a student's

	South Hills Academy Graduation Requirements					
Number of Required Credits	High School Subject Area	Courses Required		(G) AP Electives	Number Courses Offered	
30	A. History (Social Studies)	World History (H)	G10 G11 G12	AP US History G11/12		
40	B. English	English 9 (H) English 10 (H) English 11 (H)	G9 G10 G11 G12	AP English Language G11/12		
40	C. Mathematics	Algebra 1 G8/ Geometry G9/ Algebra 2 G10	/9	AP Calculus AB G11/12 AP Statistics G11/12	32	
30	D. Science	Physics (H) G9	9-11 9-11 9-11	AP Chemistry G11/12 AP Physics G11/12 AP Biology G11/12		
30	E. Foreign Language	Mandarin or Spanish G9-	-11	AP Mandarin or Spanish G11/12		
10	F. Visual & Performing Arts	Music, Graphics Design, G9- Intro Arts, Dance	11	AP Arts G11/12		
70	G. Elective	Integrated Science, Digital Photography, Food and Nutrition Psychology, STEM-Robotics, or additional art classes.			4	
20	California High School Requirement	Physical Education / Health G9	-11		2	
80 hours	Community Service Requirement	Hours may be completed either through SHA community service activities or outside organization				
270					36	

ability and fulfilment of course requirements. Courses that have (H) designation have an honors option for students.



WELCOME TO SOUTH HILLS ACADEMY

South Hills Academy (SHA) has been educating and nourishing the minds and spirits of students for 60 years, and during these years, our students have been well-prepared to become the ambassadors and leaders of the world. It is my pleasure to welcome all families, here and abroad, interested in having their children attend South Hills Academy.

SHA is located in beautiful West Covina, California and is about 30 minutes east of Los Angeles. We are centrally located near the San Gabriel Mountains, major amusement parks (Disneyland, Universal Studios, etc.) and many world-renowned universities (UCLA, USC, and the Pomona Colleges). Our students have exposure and access to the many unparalleled resources that Southern California has to offer.

SHA was established in 1957 and is celebrating 60 years of academic excellence. Our school is accredited through WASC from Kindergarten thru 12th grade. SHA has been and remains committed to providing a rigorous, engaging and innovative curriculum to all our students. As a result, we are able to provide an individualized learning program that attends to all learners.

The school boasts many wonderful amenities, which include a large playing field, basketball/volleyball courts and swimming pool. In addition, we have completed several new upgrades such as our newly renovated SHA Science Lab, Academic Center, Dance Studio, STEM Lab, and Nutrition Center. Lastly, we are excited about the addition of our new art studio where students from Kindergarten to 12th grade can develop their creativity and artistry.

SHA provides an academic program that will prepare students to apply to the best universities in the country. All students will work closely with our counselor to create an individualized learning plan so that students are well prepared to meet their short and long term goals. In addition, our after school program offers supplemental support that includes tutoring, clubs, sports. SHA subscribes to a whole child approach to education and provides all students an opportunity to reach their true potential.

South Hills Academy features an excellent location, academic rigor, multiple programs, small classes, and individualized learning plans to best serve international and local students. For 60 years, SHA has been the jewel of the San Gabriel Valley, and families should feel confident in choosing SHA as their school.

Sincerely,

Dr. Gabriel Ramirez Head of Schools





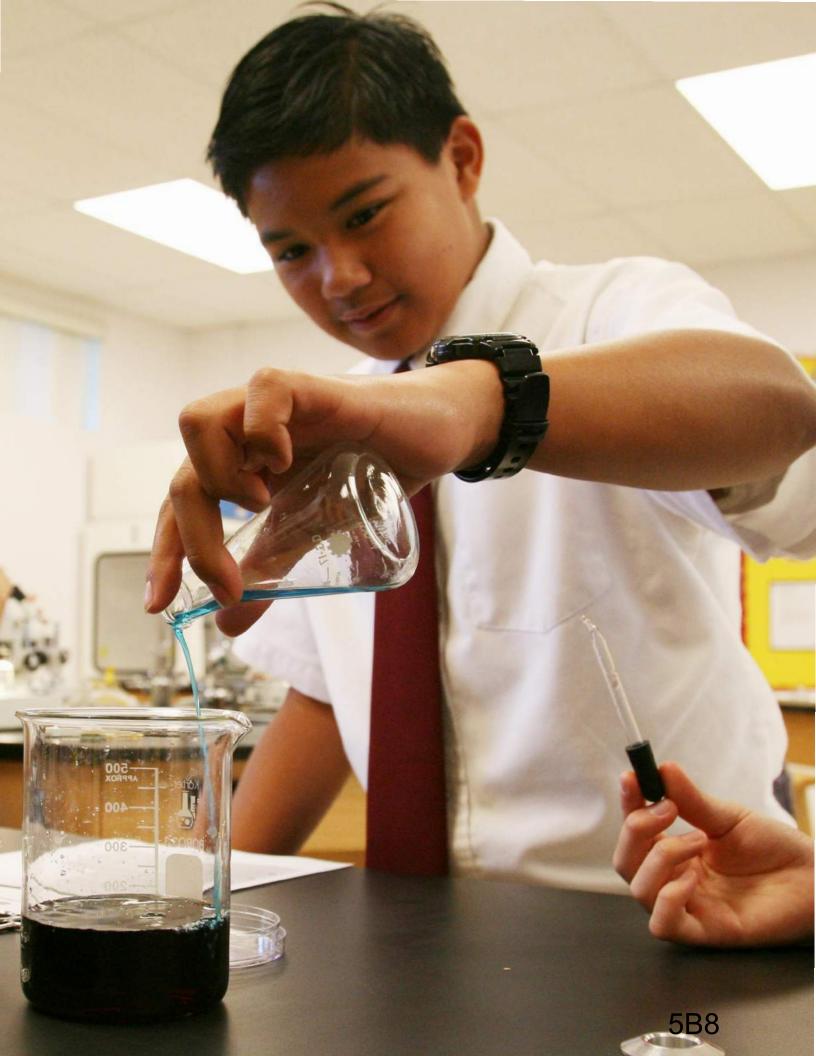
Since its establishment in 1957, South Hills Academy (SHA) has maintained a student-centered, mission-driven curriculum built on a solid foundation of global citizenship. Located in the beautiful hills of West Covina, the school's 5-acre campus provides a secure, comfortable, and friendly learning environment. Its curricular frameworks extend beyond subject-area content standards to include service learning, creative arts, sports, STEM and experimental learning opportunities – a holistic education. With unique integration of technology, global collaboration, and faith-centered values, South Hills Academy is an elite private school for students throughout their education.



ABOUT OUR HIGH SCHOOL

The SHA high school program is a four-year university preparatory course of study, which is based on educational best practices. We are a STEM International High School that offers A-G courses that includes honors, Advance Placement, ELD, and CTE classes. The school follows an accelerated bell schedule allowing students to complete eight courses in one school year. As a result, students will meet and/or exceed the requirements for college admissions allowing them to apply to the best universities.

The South Hills Academy High School employs highly qualified faculty and staff who embody our mission and vision to provide all students a quality education. As a school that strives to be on the forefront of education, we have made many new additions and improvements to our academic programs, staff and facilities. Our curriculum is guided by the Common Core Standards emphasizing the acquisition of knowledge, critical thinking, and real world application. Students take advantage of the many resources and opportunities available to them including computer labs, school spirit days, student council, and team-building and leadership-building activities.

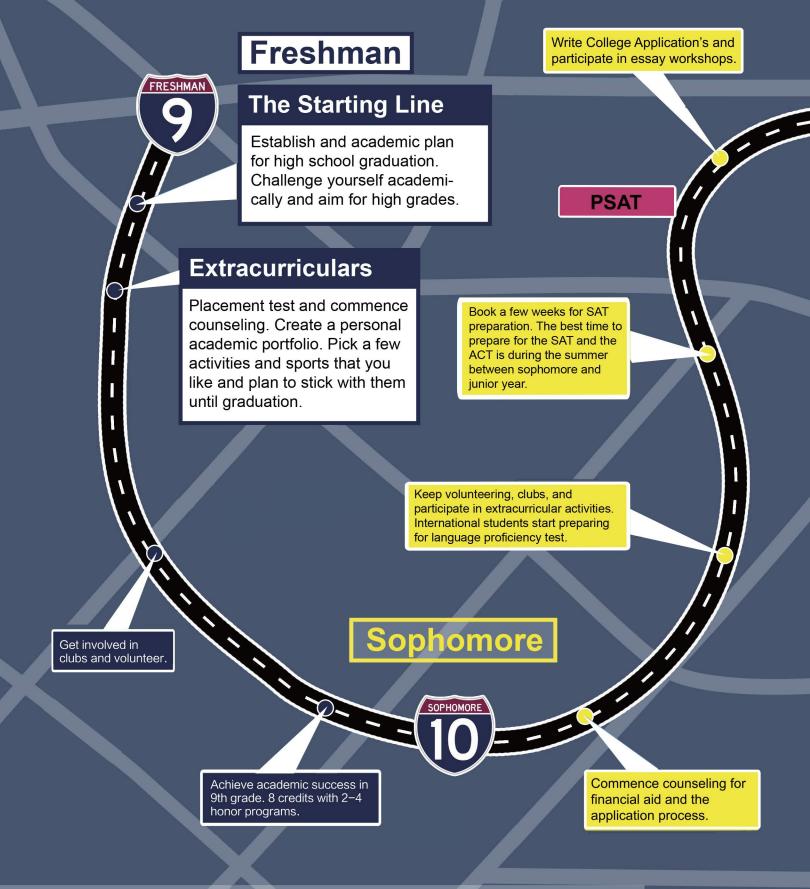




THE PATHWAY TO YOUR SUCCESS

		Course load recommendation	d recomm	endation		SAT		TOEFL				Extr	Extra Curriculum			
Grade	Semester	Credits	Honor	ΑP	Preparation	Mock/PSAT	Test	Preparation	Test	Academic	Volunteering	Sport	STEM	Club	Leadership	Internship
								Year 1	_							
	Fall	40	Č								•	•		•	•	
9th Grade	Spring	40	†								•	•		•	•	
	Summer															
								Year 2	61							
	Fall	40	7					•		•	•	•	•	•	•	
10th Grade	Spring	40	† 7			• 10		•			•	•	•	•	•	
	Summer										•			•	•	Internship
								Year 3	~							
	Fall	20+20*1/2	7	c	•			•	Dec.	•	•	•	•	•	•	
11th Grade	Spring	20+20*1/2	7	1	•	May	Jun			•	•	•	•	•	•	
	Summer							•	July		•					Internship
								Year 4	₹							
	Fall	10+30*1/2	-	0	•	Sep.	Oct.	•	Oct	•	•	•	•		•	
12th Grade	Spring	10+30*1/2		2						•	•	•			•	
	Summer															
1	Total	220+40	4-8	2												

PLAN YOUR FUTURE!





4 Years Pathway to College - Individualized Study Plan

South Hills Academy provides an individualized learning plan for all students. Throughout their time at SHA, students are given access to various classes, extra-curricular and other resources to meet grade level milestones. SHA is committed to providing all our students a well-rounded educational experience.



Junior



ROADMAP TO COLLEGE

Academic Contests

Along with grades and recommendations from our guidance counselor, you need to prepare and participate in academic contests.

Start SAT or ACT preparation.

Start language test preparation.

Language Proficiency Tests

Keep Your Grades Up

Boost your GPA and build up your online application portfolio.

Find Your Dream College

It's time to review your prospective college choices. Set up your goals.

Tackle the SAT or ACT

Take the SAT or ACT at least once by the end of the spring semester of junior year. Keep Strong to Success

SAT or ACT

College Internship

Campus Visit

Visit your dream schools.

Apply for Your Dream Schools

For colleges with rolling admissions, the earlier you apply, the better chance you will have.

Last Stop for SAT or ACT

This fall is your last chance to take the SAT or ACT. Application deadlines are in the winter.

Get ready for your personal statement

Last Chance for TOEFL

Decide to apply for early admission.

SENIOR 12

Senior











21ST CENTURY EDUCATION

SHA's curricula offer a variety of activities that build social, spiritual, cognitive, and physical growth. These skills are addressed on personal levels so that every child can get individualized attention to improve in areas needing the most support.

The School's technology facilitates ways for students and teachers to enhance academic achievement, build collaborative learning, and actively engage students' minds. Through adopting various digital platforms and programs such as Illuminate © and ALMA ©, SHA will provide students 21st century skills by not only using technology to assess students, but we will be using a blended learning model where students use technology to reflect, explore, and master content.

South Hills Academy's investment in classroom technology provides students with access to information, which can be immediately applied to learning. Well-trained and qualified educational staff is dedicated to integrating the latest applications in classroom lessons and using the most up-to-date technology to facilitate critical thinking and problem-solving skills.











INTERNATIONAL PROGRAM

South Hills Academy is committed to diversity and global citizenry. SHA offers short and long term stays to individuals and groupsfrom other countries that seek to develop and enrich their academic experience.

Short-term students will develop their English language skills and learn more about American Culture. Students are integrated into grade/age appropriate classes that consist of individualized schedules. Classes include: Math, English, Science, Physical Education, Art, Computer, Karate, Sports, and Dance. Field trips are incorporated into the school experience during the week.

Long-term stays are for students who are interested in completing an American education and interested in applying to the top universities within the United States. Students will complete courses that fulfill California's K-12 requirements and will meet and/or exceed the requirements to apply to all four-year universities.

Time spent at an overseas institution is stimulating and challenging academically as well as offering life-enhancing opportunities. The South Hill Academy I-20 Student Program offers opportunities to experience the U.S. education system at one of the leading private schools in California with fellow international students. Students are able to immerse themselves in genuine American culture and learn from South Hills Academy academic staff about the fascinating and beautiful state of California.

HOME AWAY FROM HOME

Studying abroad is a wonderful experience for students who wish to strengthen their academic skills and broaden their view of the world. Helping students acclimate to their new environment is key to their social-emotional and academic success. While students are away studying, parents will feel confident that we have created a living environment that will become their home away from home.

The South Hills Academy Eagle's Nest is a student dormitory located just minutes from the SHA campus. With onsite dormitory resident advisors, students have access to qualified and caring staff members to assist them in their daily routines and guide them throughout the duration of their stays. A 24-hour video surveillance system in place in all areas of the dormitory allows for maximum supervision and precaution. Every night, security guards patrol the dormitory halls, stairways and exterior areas of the dormitory, assuring safety and security. The Eagle's Nest student dormitory promises a nurturing and engaging environment for students to grow as individuals while striving to be powerful learners and global citizens.



STUDENT CENTERED PHYSICAL DIVERSITY CRITICAL INQUIRY

FOSTER POWERFUL LEARNERS DIFFERENCE ENGLISH MATHEMATICAL MAKERS

CHEMISTRY EDUCATION GLOBAL CITIZEN LIFE LONG TECHNOLOGY

COMMUNICATORS VALUES

SUCCESSFUL RIGOROUS CURRICULUM

CHARACTER GEOMETRY

ENRICHMENT COUNCIL

FOREIGN LANGUAGE EXTRA-CURRICULARS

LEADERS SOCIALLY ENGAGING

CREATING ROBOTICS

CHALLENGING SC

FINE & DRAMATIC
ARTS

ACQUISITION

STIMULATING

ACADEMIC GUIDANCE

Celebrating our 60 years of quality education

1957



SOUTH HILLS ACADEMY 1600 E. Francisquito Ave West Covina, CA 91791 (626) 919-2000

WWW.SHACADEMY.ORG

Student- Parent Handbook

Learners Today, Leaders Tomorrow



"God. Family. Education"



Student-Parent Handbook

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INTRODUCTION

Welcome from the Head of Schools

Dear Students and Parents:

Welcome to an exciting new year of opportunities and possibilities. You are part of an exceptionally talented student body that is known far beyond the campus for its academic excellence, energy and creativity. We are honored and proud that you have chosen South Hills Academy.

This Student-Parent Handbook is designed to acquaint students and parent about many aspects of South Hills Academy. The guidelines contained in the handbook are in place to help ensure your safety and well-being as a member of our community. As a member of the South Hills Academy community, you share a personal responsibility to model respectful behavior of others at all times, so we ask that you review these rules and t abide by them.

Please take the time to read the handbook and keep it handy for reference during this school year.

Thank you for choosing South Hills Academy. We wish you a year of academic success, challenges, new friends and engaging experiences.

Sincerely,

Dr. Gabriel Ramirez Head of Schools

Our Philosophy

We, the Board, Administration, Faculty and Staff, are committed to the education of students to enable them to be prepared academically, spiritually, socially, physically and emotionally. South Hills Academy endeavors to train the "whole child." The Bible and a Christian philosophy of life are not looked upon as detached from, or appended to, the educational process, but are at the heart of the whole process.

It shall be our objective to build an educational process, which shall be total (Luke 2:52). We shall assist our students in the development of intelligent judgment and discriminating tasks. We shall emphasize the importance of the "three R's." We recognize that a child's elementary school education will be measured by and large in

terms of the student's ability to read intelligently, write legibly, compute accurately and spell correctly. Appreciation for the arts, music, literature, science and history shall also be emphasized. The development of good citizenship, as well as Christian courtesy and refinement, are addressed as well.

As SHA is committed to the total education of the whole child, the students are provided a variety of enrichment opportunities enabling them to grow. These opportunities include a study of foreign language, music, library and computer. Additionally, sports and field trips are integrated and are designed and scheduled to tie up with and enhance their core classes.

We are especially cognizant of effective teaching. We endeavor to have teaching staff committed to student learning. They are continually trained and supported in all aspects of educating young minds.

We also recognize and acknowledge strong parent support. We encourage participation from SHA families as they work cooperatively with us in promoting the spiritual and educational development of the students through well-planned programs.

We want our students to be assured of a sound education that is biblically integrated. We are committed to provide them a safe environment as they reach for their fullest potential and grow according to the principles of a true Christian.

Mission Statement

South Hills Academy provides a Christ-centered atmosphere that enables students to become socially engaged, effective communicators, and critical thinkers in a global setting.

Vision Statement

South Hills Academy provides quality education to prepare students to be well-rounded citizens with biblical worldview who will be successful leaders in their community.

Expectations for Students and Parents

One of the many reasons South Hills Academy is a highly preferred academic environment for students is not only our high academic standards, but our standards and expectations of behavior, respect, courtesy, integrity and perseverance are the foundation for what we believe is critical in ensuing our students leave South Hills Academy prepared for a life of success as solid, respected citizens of their community.

We are a partnership that requires every student, parent, administrator, teacher and staff member of South Hills Academy to adhere to our stringent behavioral expectations. We expect all students, parents, administrators, teachers and staff to be respected by each other and to be respectful of each other. Any student or parent with a concern about any aspect of

school activity, is welcomed and encouraged to meet with the K-8 Assistant Principal, K-8 Principal or Head of Schools (Preschool-High School).

We take our behavioral expectations seriously. South Hills Academy will not tolerate any person who maligns, threatens, slanders, or physically threatens any employee or student at any time. In addition, any person who intentionally attempts to undermine or negatively impact our school programs will not be accepted. If a person develops a pattern of inappropriate behavior and/or disruption, South Hills Academy reserves the right to respectfully inform them of their inability to remain part of the South Hills Academy community.

SHA Norms

All individuals are expected to adhere to the following when on school grounds:

- Be respectful
- Be courteous
- Be solutions-oriented
- Use positive language
- Assume positive intention
- Follow the golden rule

South Hills Academy is committed to creating an environment that safe and positive for all. If any visitor does not or is unable to follow SHA Norms, this individual will be asked to leave. It is important that every person model appropriate behavior for our students.

School Objectives and Expected Schoolwide Learning Outcomes

Christ Centered: Understand the value of knowing Christ as their personal Savior by completing a grade level Bible project.

Effective Communicators: Students will demonstrate their speaking and writing abilities by participating in an oral presentation based on a writing assignment, beginning in kindergarten and building on their skills through high school.

Socially Engaged: Participating in serving the school and local community by accumulating at least four service hours a year.

Critical Thinkers: Complete a cross curriculum project that covers at least three core subjects.

Global Citizens: Respect, value, and appreciate diversity by participating in the school's cultural week, as well as throughout the school year.

Core Values

South Hills Academy affirms the following core values:

- South Hills Academy is committed to academic excellence and maximizing each student's potential.
- SHA is committed to a balanced program and educating students to become well-rounded.
- The faculty and staff model a life of servant leadership.
- Students will be educated to think in the context of a biblical worldview.
- Parents and teachers will work collaboratively to enhance the education of the students.
- SHA, a Christian school, will be involved in a plan of consistent evaluation and assessment for continuous improvement.
- The Word of God is recognized as true

Who's Who at South Hills Academy

Administration

Executive Director

Chairman of the Board

Head of Schools

Academic Affairs Director

Dr. Luke Chan

Dr. Gabriel Ramirez

Mr. Jeremy Ebbink

Director of Student Affairs

Mr. Marcus Maher

Elementary Coordinator

Mr. Ofelia Medina

Preschool Director

Mrs. Angelina Aramburo

Office Staff

Registrar Mrs. Anna Camargo Administrative Assistant Mrs. Linda Paez Student Recruitment Coordinator Ms. Cynthia Mares

School Spirit Information

School Mascot Eagle

School Publications Eagle Yearbook and Eagle Newsletter

School Alma Mater:

South Hills Academy, we honor you, our Royal Eagle School. To all your teachings we will ever be true. To flag and to country and God's everlasting rule; The precepts you've taught us we will keep forever new.

The fun we've had here in our sports and studies, too We will remember and revere our whole life through. Loyalty and love we give to the white and blue, South Hills, we do pledge our best to you.

---Edith Seeley---

School Hours and Contact Information

 School Hours
 8:00 am - 6:00 pm

 Main Office
 (626) 919-2000

 School Fax
 (626) 918-7730

After School Hours Leave a message on the school voicemail

Emergencies

Medical 911

Non-Medical (626) 919-3423

Participating in Your School

We encourage students and parents to be active participants in school activities. You may find that serving as a room parent, or driving on a field trip, or volunteering to help with school fundraisers is a way to be involved. Whatever you enjoy doing can probably be worked into a plan to benefit your child and the school. We appreciate your support and participation.

We will periodically be sending out announcements about upcoming events, but please don't wait for those if you would like to step up and be part of the school in any way. Parents, do you have a special talent or an interesting profession you would like to share with our students? We would love to have you come on campus and share your knowledge with our students.

ADMISSIONS

Admission Policy

South Hills Academy operates on a non-discriminatory basis with equal treatment and access to services available to all without regard to race, color, religion, gender, national origin, or ancestry.

Physical Examinations

Physical examinations are required by state law for all students entering first grade. Immunization records are required for Kindergarten and all other grades. Students already in the Academy should be re-examined every three years. The results and date of the examination will be placed on the student's permanent health card. According to state law, students may not begin classes until proper health forms are on file.

All students entering, advancing to, or repeating 7^{th} grade in all public and private schools are required to have 3 doses of hepatitis B vaccine. Regulations may add requirements for TD booster and a second MMR dose.

The hepatitis B series requires three doses over a 4-6 month period. To complete the series before 7th grade entry, students will need to start in 6th grade.

ACADEMICS

Awards and Honors

South Hills Academy is proud of its students and wishes to acknowledge them in areas of high achievement. Below is a listing of awards and honors presented during the school year.

1. Awards during the school year

a. Student of the Month

- i. First chapel of each month (Nov-June)
- ii. A subject is chosen for the month; one student per class may be awarded based on GPA.

b. Character Trait Awards

- i. First chapel of each month (Nov-June)
- 2. **Quarterly Awards** The following awards will be given each quarter to acknowledge mastery in core subjects, citizenship and attendance.
 - a. **Perfect Attendance** The Perfect Attendance Award is given to students who come to school daily and never have unexcused tardies.
 - b. Citizenship The Citizenship Award is given to a student who
 consistently demonstrates excellent classroom behavior and reflects
 SHA's core values. In addition, the recipient of this award must have
 demonstrated excellent daily attendance.
 - c. SHA Blue Ribbon Award The Blue Ribbon Award is to acknowledge a student who demonstrates the highest level of mastery in all core subjects. The student not only meets the standards set forth in each class, but the student has exceeded the standards as demonstrated through class work, homework, assessments, and projects.
 - d. **SHA Green Ribbon Award** The Green Ribbon Award is to acknowledge a student who demonstrates that he/she has met the standards in all core subjects. The student meets standards set forth in each class through class work, homework, assessments, and projects.

- 3. End of the Year Awards Chapel (Held in the evening)
 - A. **Student of the Year** not awarded to Kindergarten
 - B. **SHA Scholars Award** The Scholars Award is given to a student who receives the Blue Ribbon Award for all four quarters or 2 semesters.
 - C. Eagles Award The Eagles Award is given to a student who receives a combination of Blue and Green Ribbon Awards for all four quarters or 2 semesters.
 - D. **Honors Award** The Honors award is given to a student who receives the Green Ribbon Award for all four quarters or 2 semesters.
 - **E. Perseverance Award -** Awarded to the two students who have shown the most academic improvement in the school year
 - F. Subject Awards only awarded to kindergarten
 - **G.** Christian Character Awards Given to the top three students who have shown exemplary citizenship through the entire school year
 - H. Perfect Attendance for the Year Award

High School Class Schedule

The high school operates on an accelerated block schedule. Contact periods are 100 minutes for each non-lab class, 240 minutes for lab classes. Students complete one academic year in one semester.

High School Grading System

SHA utilizes a system in which academic achievement is represented by a letter grade and a 4.0 grade point average GPA. Honors-level courses are weighted and will add an additional grade point for letter grades A, B, and C which is calculated into the final GPA. This weighted GPA is a student's official SHA grade point average, and is used to determine eligibility for academic awards and recognitions, such as Cum Laude, Valedictorian and Salutatorian, as well as other academic distinctions. Both weighted and unweighted GPAs are reported on student transcripts.

Elementary Grading Scale (K-5)

Percentage Grade	Description	Grade	Grade Point
90%-100%	Excellent	A	4.00
80%-89%	Above Average	В	3.00
70%-79%	Average	С	2.00
60%-69%	Below Average	D	1.00
0.00%-59%	Failing	F	0.00
0.00%-59%	Incomplete	I	0.00

Middle and High School Grading Scale

Percentage Grade	Description	Grade	Grade Point
90%-100%	Excellent	A	4.00
80%-89%	Above Average	В	3.00
70%-79%	Average	C	2.00
60%-69%	Below Average	D	1.00
0.00%-59%	Failing	F	0.00
0.00%-59%	Incomplete	I	0.00

Grading is based on a scale of 100%.

Homework

Students are assigned homework on a regular basis. Parents should see that there is a good environment for homework and should be actively involved to help with and check homework.

Homework is a part of our curriculum and has been tested so that the average amount of homework for each grade level has been coordinated. If your child seems to take an extralong time to do his homework, please speak to his teacher about ways to improve study habits.

Middle School (Jr. High) Promotion Requirements – 8th Grade

All Jr. High students are required to complete the following subjects: Foreign Language, Math, Science, English, Literature, History, and Bible. A student may not fail more than one of the required subjects, per semester, to qualify for promotion. Any student failing two or more subjects 2nd semester will not participate in promotion or any of the activities that students complete that week.

Library

South Hills Academy has a library for student use. The library consists of reference materials, resource books, grade-level supplemental reading books, periodicals, and audiovisual materials. Students visit the library with their class. Students that fail to return a book will lose library privileges.

Parent-Teacher Conferences

Conferences are one of the many ways that parents and teachers can communicate and work together to foster a child's growth throughout the year.

Quarter 1

Conferences are scheduled at the end of the first quarter. These conferences are to be with teachers, parents, and students.

Semester 1

Conferences will be scheduled at the end of the 1st Semester for students who are struggling and earning a C or less. Parents may also request to conference with the teachers if they would like to schedule a conference in the second quarter.

Quarter 2

Conferences in the second quarter will again be held for all students to discuss student progress for the second semester.

Physical Education Policy

Excuses for participating and/or not dressing out must be written by a parent or doctor only. The note must be in the student's possession that day. No make-up notes will be allowed. Only two parental excuses per quarter will be accepted. Doctor's notes are acceptable whenever applicable.

Every four (4) unexcused, non-dress violations will result in a full letter grade deduction. The second unexcused non-dress violation, the student will be sent to the office to meet with the Principal and a warning will be sent home.

P.E. uniforms are sold by the uniform company. Please note that only uniform sweatpants/shirts are allowed on cold days. Platform shoes are not allowed.

Promotion Policy

Many times students come under the impression that it is not necessary for them to work in order to be promoted. To be sure that this attitude does not exist, the following policy is implemented and published.

Any student who has an "F" for a semester grade in any two major subjects will not be promoted to the next grade level: English (Language), Reading, Phonics (K-2), Spelling, Math, History, Health, Science, Foreign Language, and Bible.

Report Cards

Report cards are issued via the internet (Alma) two times a year, at the end of the 1st semester and at the end of the 2nd semester. Parents may access their child's grades from the internet (Alma) at any time. It is the parents' responsibility to inform the office, in writing, if you don't have internet access.

**Note: Report Cards will be issued at the required P/T conference. 4th quarter Report Cards will be mailed home with TerraNova scores (1st-8th).

Tutoring Program

South Hills Academy offers a free after school tutoring services for our students. This tutoring class will not be one-to-one but will include only students that are of the same age or one year higher. Each day a particular subject will be scheduled. In its concern with the physical welfare of both students and staff, South Hills Academy has an existing tutoring program policy. The purpose of this program is to provide before or after school tutoring on campus. The objective of the program is to allow students to receive extra one-on-one help in an academic area. The strategy for assisting a student is worked out by the parent and teacher.

When a student appears to be in academic difficulty as indicated by grade reports, academic progress reports, referral by the parent/guardian or teachers, or self-referral, the student may avail of the One-to-One tutoring program at school upon teacher availability. Tutoring contract and payment must be made prior to tutoring session and is paid directly to the teacher. Tutoring is designed to assist students and families in handling academic difficulties. Please see office secretaries for this information.

South Hills Academy shall be held free of negligence and liability for tutoring done that is not in compliance with the South Hills Academy's tutoring policy.

One-to-One Tutoring Program

The purpose of this program is to provide before or after school tutoring on our campus. The objective of the program is to allow students to receive extra one-on-one help in an academic area.

The tutoring program is made available depending upon:

- Availability of Staff
- Enrollment contract received and payment made

Please contact the school if you would like to request tutoring for your child. Tutoring sessions are \$20.00 per 30 minutes to be paid directly to the teacher. Specific day and time will be arranged with the teacher through the front office administrative assistant.

Progress Reports

Mid-Quarter Progress Reports will be issued via the internet (Alma) six times a year. These are designed to keep you up to date on your child's academic status and should eliminate surprises on the report card. Parents may access their child's grades from the internet (Alma) at any time (grades are updated on Tuesdays). This allows parents to be informed of the grades in "real-time".

School Supplies

The textbooks and workbooks are included in the curriculum fee. Some art supplies will be furnished. Other art supplies will be furnished by the students based upon individual teacher request. The student will furnish notebooks, notebook paper, pens, and pencils. Students in grades 2nd – 8th must furnish their own Bible (New International Version). Students in 6th-12th will need to have a laptop computer or a tablet brought to school daily.

Benchmark Tests

A benchmark test is given to our kindergarten through 12th grade students at the end of each quarter and semester to measure their academic achievement.

University/College Guidance

The administration provides guidance for high school students planning for university, completing the application process.

Academic Records and Master Schedule

The Administration develops the academic schedule for students and teachers the Registrar maintains all student transcripts and grade reports, supervises standardized testing, and should be contacted regarding communication of records between SHA and other schools

ATHLETIC PROGRAM

Philosophy of Athletics

God's ultimate goal for His children is that they grow in the likeness of His Son, Jesus Christ. Therefore, it follows that the goal of our athletic program is to lead the athletes to a personal relationship with Jesus Christ and to teach them to be like Him.

As they participate in the athletic program, students will not only improve their physical fitness, build friendships, and grow in unity through teamwork, but will also develop Christian character which will be expressed in their attitudes, thoughts, and actions.

Christian character qualities that will be stressed are: dependability, punctuality, love, enthusiasm, faith, humility, endurance, boldness, obedience, diligence, responsibility, determination, joyfulness, confidence, and intensity.

Awards

Athletic fees are non-refundable. In order to be eligible to receive any awards, the athlete must complete the season in good standing. Any student participating in their first sport at SHA must pay fees as indicated on the sports contract. Students that continue to participate in after school sports must pay a fee per sport played. Any tournament fees would be extra. This will cover the athletes' banquet costs, awards costs, referee fees and uniform fees for first time participants.

Equipment

Sports equipment are either purchased by the students or loaned to students. Any equipment issued out by the school, must be turned in before participating in the next seasonal sport. No equipment for a new sport will be issued until the former coach has granted clearance. Students will not be eligible for extracurricular activities of any kind until all equipment has been returned.

Guidelines for Athletic Eligibility

Student must currently have 70% or "S" per subject to be eligible to try out for any sport. To remain eligible for participation in the athletic program at South Hills Academy, a student must have a minimum of a "C" or "S" grade for every subject during

the previous nine-week grading period. Any student not meeting the eligibility guidelines will be ineligible to participate in the athletic program. A weekly grade check will be made to consider reinstalling the student if the grade has improved to be up to 70%.

Any student removed from a team for reasons other than becoming academically ineligible (below 70%) or due to an injury may not participate in any other after school sport for the remainder of the school year.

Guidelines for Conduct

- 1. All student-athletes are expected to maintain a conduct in accordance with the guidelines set forth in the Student-Parent handbook.
- 2. Language is to be positive. Any improper or questionable language will not be permitted. Impropriety areas include swearing and showing disrespect to officials, coaches, and other players.
- 3. Major violations of the Code of Conduct may result in dismissal from the team and/or South Hills Academy. The possession, use, or sale of illegal drugs, alcoholic beverages, or tobacco at any time on or off campus will result in immediate dismissal from the team.
- 4. Attendance at all practices and games is mandatory. If the student is in school he/she is expected to be at practice and games. Unexcused absences will result in discipline administered by the coach of each respective team. More than one unexcused absence may result in the athlete being removed from the team.
- 5. All students are expected to attend all classes in which they are enrolled on all school days. Athletes are required to be well and in attendance the full day prior to game day in order to participate in a game or event that afternoon. Any athlete who cuts a class on a game day will not be permitted to participate in the athletic contest.
- 6. If a student must be absent for a legitimate medical appointment on a game day, proper school procedure must be followed to clear the absence in order to permit participation.
- 7. When a student-athlete is requested by his parents to go on vacation or leave with them, this is to be accepted as a valid excused absence from practices and/or games. Coaches have the discretion to establish respective rules regarding "playing time" and "starting

status" for these situations.

- 8. If an athlete is suspended from school for any reason, that athlete will not be permitted to participate in the athletic program in any way during the period of suspension. A second suspension during any one sport's season will result in the athlete being removed from the respective team for the remainder of the season.
- 9. If an athlete quits or is dropped from a team for any reason, he will not be eligible for any post-season awards. He will also not be permitted to practice for the next sport until the sport he quit, or from which he was dropped, is completely finished.
- 10. An athlete may be removed from a team by a coach, athletic director, or administrator.

Note: The Athletic Department of South Hills Academy feels that it is the parent's responsibility to aid the school in enforcing the school standards regarding conduct. Please make sure that you are familiar with these guidelines established by the school and help your student to understand and comply with them. Violations are preventable with the proper exercise of parental concern and authority. Please cooperate with us regarding this. If at any time the school believes that this cooperation is lacking in either the parents or student, the student may be required to withdraw from the athletic program at South Hills Academy.

Insurance and Injuries

Any student who participates in the athletic program at South Hills Academy is covered by student accident insurance. This is a secondary insurance.

Sports Offered

South Hills Academy is a member of the San Gabriel Valley Christian Sports League. Sports are offered to students from 6th to 8th grade.

BoysGirlsFlag FootballVolleyballBasketballBasketballSoccerSoccer

STUDENT HEALTH AND SAFETY

Health Information

All health records are maintained by appropriately trained staff in a confidential manner. Selected health information may be shared with coaches, advisors, teaching and dorm staff when it is relevant to the health and safety of the student and the community.

Parents/guardians/dorm advisors should contact the school regarding issues of confidentiality.

Physicals

SHA requires every student to have a yearly physical exam completed after March 1 for the upcoming school year. The California Interscholastic Federation (CIF) imposes the same requirement of student athletes prior to participation in any type of sports activity. SHA does not offer physicals on site. Students who cannot show evidence of a current physical may not be in school. Arrangements are made for any boarding student who does meet requirements for the physical at the beginning of the school year. Fees are billed to the student account.

Immunizations and Tuberculosis Skin Test

All students must meet the California State Immunization requirements. Students who do not meet current requirements cannot be in school. Arrangements are made for boarding students, who do not meet immunization requirements to obtain the necessary vaccinations. Students may be admitted if they are under-going immunizations on a series basis. Health personnel work with any boarding students to ensure completion of the vaccination. Fees are billed to the student account for this service.

Flu Shots

Seasonal flu shots are offered in the Fall. The cost is charged to the student account.

Campus Safety Procedures

SHA is committed to providing a safe and secure campus to ensure a conducive learning environment. The safety and welfare of students is of absolute importance.

Minor Event

- If the emergency is localized and contained, students should follow the instructions of the adult (faculty member, dorm head, coach, administrator) they are with and proceed to a safe assembly area away from the event.
- Remain in the assembly area until dismissal by a faculty member.
- Major Event Evacuation Plan
- Should a major event threaten all or a significant portion of the campus, all students will carefully and quietly exit their present locations and proceed cautiously to the designated location.
- Students assemble at the designated location by grade level.
- Faculty members and emergency officers take roll and give further instructions.
- The school follows a carefully-developed and practiced emergency plan to ensure student safety. Emergency drills occur once monthly when school is in session.
- Whether the situation is a drill or an actual event, absolute cooperation is always necessary and expected.

Fire

- Rules regarding fire safety are strictly enforced.
- Tampering with fire safety equipment, alarms, and extinguishers is dangerous and absolutely prohibited.
- To ensure fire safety, occasional fire drills are conducted.
- Any sounding of the fire alarm, whether for a drill or in an actual emergency, must receive immediate and serious response and cooperation from all students.
- When the fire alarm sounds, students in the dorms or any school buildings should evacuate the facilities immediately.

Earthquake

- Southern California is seismically active.
- Earthquake drills, and an actual earthquake, are treated as major events.
- Procedures in the case of a major earthquake event:
- Stay calm.
- Do not run. Remain where you are.
- Take note of your surroundings and be alert for falling objects.
- If indoors, stay indoors. Take cover under sturdy furniture such as a desk, or in doorways, halls, or against inside walls facing away from windows.
- If outside, stay in the open, away from buildings and utility wires.

- Stay away from windows, glass, outside walls, bookshelves, file cabinets, or anything that might topple over.
- Stay quiet and listen for instructions.
- If in a moving car, stop as quickly as safety permits, but stay in the vehicle
- When driving is resumed, watch for hazards such as fallen objects, downed electrical wires, or broken or undermined roadways.
- After the earthquake ends:
- Remain calm and quiet.
- Be prepared for aftershocks.
- Listen for instructions.
- Do not turn on a light switch or light a match.
- Stay out of damaged areas.
- Do not use telephones

Closed Campus Policy

During the academic week day students must remain on school campus from the time they arrive for their first academic class, until the conclusion of their afternoon activity, unless permission has been given by the attendance office. For doctor's appointments, students must follow the attendance procedures. Day students are only required to sign out when they leave for the day if it is before the conclusion of their last commitment.

ATTENDANCE

State law requires children of school age to be present each day that school is in session except in cases of (1) the child's illness; (2) medical, dental or optometry appointments; (3) bereavement.

The Board of Directors, Administration, and faculty of South Hills Academy realize the importance of regular attendance to the pursuit of academic excellence. Therefore, the attendance policy establishes strict standards to afford students every advantage for academic achievement.

In case of absence, the parent should call the school office before 9:00 am. When the child returns to school he/she would need a note from the parent explaining the reason for the absence. The student would need to get an admit slip from the office to be admitted into class. If the illness is a strep infection or scarlet fever, the child must bring a doctor's release when he/she returns to school.

Students who are absent may not participate in extracurricular sports, clubs or school activities on the day of the absence.

Excused Absences

- Personal illness or serious illness in the immediate family.
- Death or funerals.
- Court case involving student attendance.
- Doctor or dental appointments.
- Religious holidays

Students with an excused absence will be permitted to make up work without penalty provided it is completed within the stated time limit. This time limit is defined as a number of days equal to the absence to make up the work that was missed. When frequent or intermittent absences cause long delays in completion of work, a teacher may institute a five school day deadline on all materials due. Such action would be taken after consultation with the Administration. It is the student's/parent's responsibility to make arrangements for any make-up work to be done. Any notes from a doctor or dental visit must be turned into the office immediately upon the students return to school. No notes will be accepted after two weeks of the student returning to school after excused absence.

^{**} All other absences will be considered unexcused.

Unexcused Absences

Any student that has an "unexcused" absence will not be allowed to make up any work missed. Tests, quizzes, and homework will result in a zero for a grade. Absences for school-related activities will not count on the student's record.

Anticipated Absence

Anticipated absences result when a student knows ahead of time he will be absent from a single class or an entire class. Examples of anticipated absences are school-sponsored field trips and athletic contests, and family business. When these occur, the student must submit all assignments prior to the absence. In some cases, with the written consent of the teacher, an alternate plan may be arranged. Credit will only be given for assignments in accordance with prearranged agreement with teacher.

Tardiness

It is important that students be punctual. Self-discipline in this area is not only important for proper academic achievement, but it is essential for the development of good habits, which are characteristics of success and good citizenship in every walk of life. Our teachers are prepared for class to begin on time and we want to make sure our students have every opportunity to learn. Tardiness is a form of disrespect to the teacher, and we want to instill into our children the importance of being on time.

*** A student is tardy when student is not present when attendance is taken, in the classroom or at a designated area on playground.***

Students arriving late to school need a tardy slip from the office to be admitted into class. Excused tardies are defined as appointments with doctors, dentists, etc. and require a note from the medical office. Personal illness would require a note from the parent (if excessive a doctor's note will be required). Car trouble and traffic are unexcused (*five unexcused tardies will count as one day of absence*). All unexcused tardies will result in student's citizenship grade being lowered. Continued excessive tardies may lead to parents being asked to withdraw their child from school, in-school suspension, or a possible fine.

Truancy

Absence without the knowledge and consent of parents or school officials is truancy. This would include leaving school before the end of the day without permission or staying out of any part or all of a scheduled class without permission. Truancy is an unexcused absence with no opportunity to make up work. All missed assignments and test will result in a zero.

All cases of truancy will be referred to the principal and will result in a "one day suspension".

What to Do if a Student Has Been Absent

Students who have been absent must bring a note containing the following information on the day of their return:

- 1. Date(s) of absence
- 2. Reason for absence
- 3. Signature of parent or guardian and doctor or dentist if the absence was medically related.

Forging of a parent or guardian's name on an absence note is a serious matter. Students who forge a note from parents or guardians will be given a referral to the principal's office.

If a student is to be absent, the parent or guardian should call the school office after 8:00 a.m. In the event of a prolonged illness, please give the expected duration of the absence. Also, please contact the office regarding make-up work, etc., so that lessons can be sent home to prevent the student from getting behind.

Students who do not follow the above procedure will be given an unexcused absence. This can be exchanged for an excused absence only when a written excuse is brought from home within 24 hours. If this criterion is not met, the absence will be considered truancy.

CHRISTIAN EMPHASIS

Bible

As a Christian school, Bible is an essential part of our curriculum. Bible study is of fundamental importance and a required subject. Five days of the week each student participates in Bible class. Students also memorize verses and recite them during Chapel programs. We do not make a distinction of denominational backgrounds. We teach only the truths of the Bible and exclude from our teaching any church dogma or doctrine that is not clearly taught in the Bible. As a result, students and parents from most denominations feel very comfortable about our Bible program.

Chapel

South Hills Academy has an active chapel program where films, guest speakers, and teachers present Biblical truths using various methods. Students are required to participate in chapel. Chapel is held once a week. Students are to wear the SHA Formal *Chapel*

There is a chapel service held weekly, on the school campus, at South Hills Academy. High school student attendance is optional. A study hall is provided for those not wishing to attend.

Salutes

Salute to the Christian Flag

I pledge allegiance to the Christian flag, and to the Savior for Whose Kingdom it stands; one Savior, crucified, risen, and coming again, with life and liberty to all who believe.

Salute to the American Flag

I pledge allegiance to the flag of the United States of America and to the republic for which it stands—one nation under God, indivisible, with liberty and justice for all.

Bible Salutes

I pledge allegiance to the Bible, God's Holy Word. I will make it a lamp unto my feet and a light unto my path. I will hide its words in my heart that I might not sin against God.

The Lord's Prayer

Our Father, which art in heaven, hallowed be Thy name. Thy kingdom come, thy will be done on earth, as it is in heaven. Give us this day our daily bread, and forgive us our debts, as we forgive our debtors. Lead us not into temptation, but deliver us from evil. For Thine is the kingdom, and the power, and the glory forever. Amen.

Statement of Faith

- We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16, 2 Peter 1:21).
- We believe there is one God, eternally existent in three persons Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).
- We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4:15, 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrew 2:9), His resurrection (John 11:25, 1 Corinthians 15:4), His ascension to the right hand of the Father (mark 16:19), and His personal return in power and glory (Acts 1:11, Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ and that only God's grace and through faith are we saved (John 3:16, 5:24; Romans 3:23, 5:8-9; Ephesians 2:8-10; Titus 3:5).
- We believe in the resurrection of both the saved and the lost: the saved unto the resurrection of life and the lost unto the resurrection of damnation (John 5:28-29).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 12:12-13, Galatians 3:26-28).
- We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enable to live a godly life (Romans 8:13-14; 1 Corinthians 3:16, 6:19-20; Ephesians 4:30, 5:18)

CURRICULUM

Our curriculum is based on the new National Core standard. Our teachers at South Hills Academy and administrators work together to insure that we have the most up-to-date textbooks and are utilizing the very best in academic resources.

Kindergarten

Language Arts: Pearson Reading Street

Math: Houghton Mifflin Math in Focus: Singapore Math

History: Houghton Mifflin History Reflections

Science: Pearson Interactive Science

Bible: Christian School International Walking with God

Electives: Art, Music, Spanish, P.E., Computers

First Grade

Language Arts: Pearson Reading Street

Math: Houghton Mifflin Math in Focus: Singapore Math

History: Houghton Mifflin History Reflections

Science: Pearson Interactive Science

Bible: Christian School International Walking with God

Electives: Art, Music, Spanish, P.E., Computers

Second Grade

Language Arts: Pearson Reading Street

Math: Houghton Mifflin Math in Focus: Singapore Math

History: Houghton Mifflin History Reflections

Science: Pearson Interactive Science

Bible: Christian School International Walking with God

Electives: Art, Music, Spanish, P.E., Computers

Third Grade

Language Arts: Pearson Reading Street

Math: Houghton Mifflin Math in Focus: Singapore Math

History: Pearson History

Science: Pearson Interactive Science

Bible: Christian School International Walking with God

Electives: Art, Music, Spanish, P.E., Computers

Fourth Grade

Language Arts: Pearson Reading Street

Math: Houghton Mifflin Math in Focus: Singapore Math

History: Pearson History

Science: Pearson Interactive Science

Bible: Christian School International Walking with God

Electives: Art, Music, Spanish, P.E., Computers

Fifth Grade

Language Arts: Pearson Reading Street

Math: Houghton Mifflin Math in Focus: Singapore Math

History: Pearson History

Science: Pearson Interactive Science

Bible: Christian School International Walking with God

Electives: Art, Music, Spanish, P.E., Computers

Sixth Grade

Language Arts: Pearson Literature

Math: Houghton Mifflin Math in Focus: Singapore Math

History: A study of Ancient Civilizations

Science: A focus on Earth Science

Bible: Christian School International Walking with God Electives: Art, Music, Spanish, P.E., Leadership, Yearbook

Seventh Grade

Language Arts: Pearson Literature

History: A study of Medieval and Early Modern

Times. Science: A focus on Life Science

Mathematics: Algebra-Houghton Mifflin Singapore

Bible: Christian School International Walking with God Electives: Art, Music, Spanish, P.E., Leadership, Yearbook

Eighth Grade

Language Arts: Pearson Literature

History: A study of America: History of Our Nation

Science: A focus on Physical Science

Mathematics: Algebra 1B / Geometry - Houghton Mifflin Singapore Bible: Christian School International Walking with God Electives: Art, Music, Spanish, P.E., Leadership, Yearbook

*Bible Instruction

As a Christian school, Bible is an essential part of our curriculum. Bible study is of fundamental importance and a required subject. Five days of the week each student participates in Bible study. Students also memorize verses and recite them during the Chapel program. We do not make a distinction of denominational backgrounds. We teach only the truths of the Bible and exclude from our teaching any church dogma or doctrine that is not clearly taught in the Bible. As a result, students and parents from most denominations feel very comfortable about our Bible program.

High School Requirements

A student requires a total of 220 credits to graduate with a South Hills Academy high school diploma. SHA course offerings (220 credits) will fulfill A-G requirements and California High School requirements. To ensure a successful pathway and college preparation for students, SHA offers additional electives and AP courses beyond our graduation requirements. *Courses may or may not be offered each school year.

South Hills Academy Graduation Requirements

Number of Required Credits	High School Subject Area	Courses Required	(G) AP Electives	Number Courses Offered
30	A. History (Social Studies)	US History/ Geography,	AP US History G12	
	Studies	G10 World History/ Geography,		32
		G11 Government and Economics G12		
40	B. English	English 9	AP English Language G12	
		G 9		

		World Literature	
		G10 American Literature	
		G11 Compositio n and Exposition G12	
40	C. Mathematics	Algebra 1	Calculus
	Mathematics	G8/9 Geometry	G12 AP Calculus AB G12 AP
		G9/10 Algebra 2	Statistics G12
		G10 /11 Pre-Calculus	
		G11/12	
30	D. Science	Chemistry,	AP Chemistry
		G9-11 Physics,	G12 AP Physics
		G9-11 Biology	G12 AP Biology G12
		G9-11	
30	E. Foreign Language	Mandarin or Spanish	AP Mandarin or Spanish
		G9-11	G12
10	F. Visual &	Music, Graphics	AP Arts

Performing Arts

Design,

G9-11

G12

		Intro Arts, Dance	
20	G. Elective	Integrated Science, Food and Nutrition, Psycholog y, STEM-Rob otics	4
20	California High School Requirement	Physical Education /Health G9 -11	2
220 -280			36

Note: Due to SHA's accelerated schedule, students can take certain courses sooner. This will be determined by a student's ability and fulfillment of course requirements.

English Language Development

Classes designated as ELD are intended to meet the linguistic and academic needs of English language learners. ELD classes are for students who come from homes in which a language other than English is the primary language. Classes are designed to increase English learners' academic language as well as to support learning in core content classrooms (Literature, History, Math, Science).

Technology

Technology is a key aspect of curriculum and learning at South Hills Academy. We are in a fast-paced, technology driven world and our students must have the computer skills necessary to succeed in higher education and future careers. Our Computer Lab, student computers in the classroom, projectors in every classroom and the use of interactive Eno board technology allows SHA students to become "Global Learners."

Every classroom teacher will be integrating the use of computers into their classroom curriculum. Our computer lab curriculum will develop lesson plans that integrate technology into all subject areas. These lessons are based on California standards and research shows that using technology in the curriculum will reinforce what the students learn.

Students from grades 6th-12th grade will be required to have their own personal laptops in their classes. Laptops will make it easier for students to study problems from the real world and enable them to dig deeper into certain topics bringing their lessons to life. Students using laptops also become better at combining information from multiple sources and expressing their own ideas. It is the responsibility of each student to take proper care of their laptop. South Hills Academy is not responsible for any damage or theft.

General Technology Use

As good stewards of the resources God has placed at our disposal, we must act responsibly in the care and use of these resources. Therefore, students are to exercise wisdom and appropriate care around the computers and other equipment. This includes not exposing the computers to potentially harmful elements or situations including water, food, harsh chemicals, magnets, sunlight or extreme heat, playing with or around equipment, or other hazards. Inappropriate behavior can result in disciplinary action(s).

Parents and/or students may be held responsible for damage to equipment, software, or another's project caused by a student's abuse. Abuse may be passive (negligence and carelessness) or aggressive (intentional). Included in this might be the inadvertent introduction of a virus or virus-like infection or placing foreign material into a drive bay, as examples. Therefore, students are encouraged to maintain self-control at all times. Frustration, inattention, exuberance, and the intensity of the moment can be just as damaging as intentional destruction and are just as unacceptable.

Students are not allowed to make unauthorized changes to the operating system, application software, or equipment. Accessing or attempting to access sensitive and restricted information is prohibited. Copyright laws prohibit students from loading their own programs onto the computer or copying school programs for personal use. Plagiarism is another form of infringement of the copyright laws. At no time may students use school equipment for personal, non academic gain. Infringing on any of these areas will result in disciplinary action.

Summer Session

Summer session is open for enrollment to students attending South Hills Academy as well as non South Hills Academy students. Possible classes may be:

1. Computers

5. Writing

2. Reading

6. Swimming

3. STEM Robotics

7. Science Lab

4. Math for Grades 1st-8th grades 8. Engineering

EXTENDED DAY CARE

Supervised Extended Day Care is available for children of working parents from 6:30 a.m. to 7:30 p.m. All students on campus before 7:30 a.m. will be charged for Extended Day Care.

At South Hills Academy we offer a comprehensive **After School Program** that includes a Homework Club, tutoring, and a variety of engaging enrichment classes that are FREE to our South Hills Family. The Board is committed to promoting the healthy development of every child's creativity and intellectual capacity. The After School Program encourages academic excellence by engaging all children in activities that enhance their confidence while challenging their personal growth.

The **fee based programs** are also offered such as: Chinese Club, Music Lessons, and K-5 Robotics.

We are pleased to offer these added value services that we believe will enhance the academic, social, and physical wellbeing of our children. Thanking you in advance for the trust you have placed in us to educate and care for your children.

CHILDREN WILL NOT BE RELEASED TO ANYONE NOT ON THE DAY CARE AUTHORIZATION CARD; THERE ARE NO EXCEPTIONS TO THIS RULE.

A.M.-Any students who stay between 6:30-7:30 am should be enrolled in the Extended Care program. The cost of the program is \$180 per month. The hourly cost is approximately \$9/hour. A great savings for those enrolled in our Extended Care program. If a student is not enrolled in this program, they are subject to a fee of \$5 per quarter hour.

P.M.-Any students who stay on campus between 5:00–6:00 pm should be enrolled in the Extended Care program. The cost of the program is \$180 per month. If a student is not enrolled in this program and is on campus from the hour of 5:00-6:00 pm, they are subject to a Late Fee of \$20 for this hour.

Any students who stay after the hour of 6:00 pm are subject to a Late Fee of \$40.

Families may choose to be enrolled for both A.M and P.M. extended care at the cost of \$300 per month. These fees were a part of the 2017-2018 enrollment contract.

AFTER SCHOOL DAYCARE SIGN-IN

In case of any emergency we need to know who is still on campus. In order to do so we will be signing in all students not picked up by the end of their dismissal time. Day Care roll will be taken by a staff member (names of students that should be there will

be indicated by the classroom teacher). At the end of each dismissal time teachers will take any students not picked up to the designated day care area and add their names to the Daycare roll. **EVERY STUDENT** will need to be **SIGNED OUT** by a parent/guardian when leaving campus.

Your cooperation is appreciated as we take steps in securing the safety of each student.

To reach the Support Staff after 4:30 p.m., please call (626) 919-3423.

DISCIPLINE

Disciplinary Philosophy

South Hills Academy believes that proper conduct is one of the foundations upon which scholarship is built. The underlying concept of our discipline system is to develop and instill self-discipline in our students. Discipline is the responsibility of the teacher in charge of a group or a particular student. Students may be sent to the Administration when the teacher deems further action necessary. Appropriate correction will be meted out.

A system of merits and demerits will be used for the Jr. High grade level as the determining factor for appropriate disciplinary measures. This type of system allows for a greater measure of fairness, proper warning, and security in the learning environment. The merit/demerit systems will be carefully and thoroughly discussed with students at the beginning of the school year and throughout the year as needed.

South Hills Academy expects full cooperation from both students and parents in the education of the student. Parents need to take action at home so that the teacher's time is not consumed with behavioral problems but with academic instruction. If at any time the school feels that this cooperation is lacking, the school will seek resolve with the parents and student; if attempts are unsatisfactory to the Administration, the student will be requested to withdraw. Lack of self-control and repeated discipline problems will not be tolerated at South Hills Academy. (Div. 9, Art. 3, Calif. Ed. Code)

Disciplinary Plan

Students and teachers at South Hills Academy will interact in a safe, secure, and nurturing environment based on students adhering to campus norms identified in the South Hills Academy Discipline Management Plan.

Purpose

The SHA Discipline Management Plan is designed to aid the teacher in managing behavior in the school setting with the intent of building relationships with students and ultimately addressing misbehavior in a fair and consistent manner.

Student Expectations

South Hills Academy has established a set of minimum behavioral expectations for Students.

Students are expected to:

- 1. Know and follow all school and classroom rules.
- 2. Behave in a responsible manner, always exercising self-discipline.
- 3. Be solutions-oriented.

- 4. Treat all people with respect.
- 5. Obey all directions given by adults on campus.
- 6. Use positive language.
- 7. Respect the rights and privileges of students, teachers, other staff and volunteers.
- 8. Respect the property of others, including school property and facilities.
- 9. Assume positive intention.
- 10. Follow the golden rule.

Staff Expectations

South Hills Academy has established a set of minimum behavioral expectations for Staff.

Staff is expected to:

- 1. Know and follow all school policies.
- 2. Create lessons that engage students and make them excited about learning.
- 3. Build strong relationships with your students.
- 4. Always demonstrate professional language and behavior.
- 5. Establish clear rules and expectations for the students in your classroom.
- 6. Communicate and build relationships with the parents of your students.
- 7. Treat all people with respect.
- 8. Behave in a responsible manner always exercising self-discipline.
- 9. Arrive at school and classes on time.
- 10. Always remember, you are the professional.

Teacher Documentation and Referral

There are five formalized levels of disciplinary action in our school's discipline plan. Staff should begin with informal classroom strategies and techniques that often will decrease the necessity to use formal interventions. Strategies may include, but are not limited to:

- Clearly defining expectations for the classroom, and explicitly educating students regarding work habits and related skills that will contribute to secondary educational and career opportunities.
- Employing techniques, such as proximity control, nonverbal and verbal cues that will warn the student that he or she needs to change his/her behavior, etc.
- Giving discreet, yet clear, verbal warnings and reminders of expected behaviors
- Providing opportunities for students to "work-off" consequences for initial minor misbehavior
- Utilizing other classroom management systems, positive reinforcements, etc.

*If informal strategies fail to modify the negative behavior, teachers will then begin with Level 1 intervention steps that are outlined below. Documentation is required to progress to higher levels of interventions. If the behavior is a level 2 infraction and it disrupts the learning environment to the extent that the teacher can no longer teach, then the teacher can send the student to the office.

Teacher-Managed Incidents: Level 1 Behaviors

- Language (mild)
- No Supplies
- Pattern of not completing assignments
- Teasing Others (mild)
- Talking w/out Permission
- Throwing Objects That Cannot Hurt or Cause Damage
- Refusing to Work in class
- Sleeping
- Tone/Attitude
- Arguing
- Talking back
- Running
- PDA (Mild)
- Horseplay
- Food/Drink/Gum (teacher classroom policies)

Classroom Management Incident Intervention Steps: Level 1 Behaviors

- 1. Give clear and concise verbal warning to student letting them know what the inappropriate behavior was. Offer students preferred behavior that students should display. Document the period, date, and reason for the warning.
- 2. Conference with student. Document the time, date, and reason for the conference, and contact parent.
- 3. Assign the Phase 1 Assignment. Document and contact Parents. If the student does not complete the assignment, according to the prescribed criteria, go to step 4.

Level I Interventions

Conference: Meeting to discuss behavior. May be formal or informal. May be in person or via telephone or email.

In-Class Consequence: Seat moved or other change in environment.

Time out of the classroom: Temporary denial of student's participation in classroom activities. Student is sent to another classroom utilizing the buddy system (sending offending student and another student to other classroom, then after offending student has arrived at new classroom the other student returns to original class.)

Phase 1 Assignment

The student must write a one-page paper that addresses the following:

- 1. Paragraph One: What did I do to receive this assignment?
- 2. Paragraph Two: Why is the behavior inappropriate?
- 3. Paragraph Three: Why is important for me to correct this behavior?
- 4. Paragraph Four: What will I do to avoid this behavior in the future?

^{*}A paragraph is three or more sentences.

This must be handwritten, done completely, legible, and must be sincere. If it does not meet these expectations the assignment does not count and must be done again. If it does not meet the these expectations a second time, the teacher will progress to step 4 and send the assignment in question to the Director of Student Affairs.

STEP 4. Assign the Phase 2 Assignment. Document and contact Parents.

If the student does not complete the assignment, according to the prescribed criteria, go to step 5.

Phase 2 Assignment

The student will complete the Phase 1 assignment. The student will also write the word and the definition of each of the following words and explain how these words are important to have as part of one's character. Both assignments must be handwritten, done completely, legible, and sincere in order for the restitution to count. If it does not meet these expectations the assignment does not count and must be completed again. If does not meet the these expectations a second time the teacher will progress to step 5 and send the assignment in question to the Director of Student Affairs.

- R -Responsible
- E -Ethical
- S Supportive
- P Polite
- E Excellent
- C Courteous
- T Trustworthy

*Teachers, always follow up with your students after they are given a Phase 1 or Phase 2 Assignment. The goal of these assignments is to make the student reflect on their actions, to solve the problem that occurred, and reinforce responsibility for their actions.

STEP 5. Complete an incident form on ALMA. Parent contact must be made and documented.

Administrator Steps: Level 1 Referrals

- 1. On the first level 1 referral an administrator receives the administrator will assign the student to detention. The administrator will also coach the student in the area(s) that resulted in the student's referral. Parent contact must be made and documented. Student will then fill out with the Director of Student Affairs a Student Behavior Contract.
- 2. On the 2nd level 1 referral an administrator receives, the administrator will assign the student to 1 day of in school suspension (ISS). The administrator will also set up a conference with the student, parent, and teacher(s) that have written level 1 referrals for that student. If the parent is unavailable a phone conference will suffice.

3. On the 3rd level 1 referral an administrator receives, the administrator will assign the student to 3 days of ISS and detention. The administrator will also schedule a conference with the student, parent, and Head of Schools. The Principal committee will meet to discuss consequence, including possible expulsion.

*If an administrator receives a discipline referral that calls for the student to receive detention and the student is already assigned to detention, the administrator will assign the student to one day of ISS.

Administration Managed Incident Intervention Steps: Level 2 Behaviors

- 1. Complete a discipline referral.
- Administration-Managed Incidents: Level 2 Behaviors
- Fighting
- Threats (physical and verbal)
- Harassment or Bullying (students & teachers)
- Tobacco or E-cigs
- Vandalism
- Gambling
- PDA (Gross)
- Theft
- Language (Harsh)
- Bullving
- Walking out of Class
- Pornography

Administration Managed Incident Intervention Steps: Level 3 Behaviors

- 1. Automatic suspension and/or possible expulsion.
- Alcohol
- Drugs
- Weapon

Administrative Responses to Discipline Problems

The Administration will meet with each student who receives a referral. During that meeting, the administration will interview the student to determine the severity of the problem. The following is a list of possible responses by the administrator:

- Counsel the student
- Require the student to make appropriate apologies to those that have been offended.
- Assign the student to after-school detentions.
- Schedule a conference involving the principal, teacher, parents, and/or student.

- Call parents and inform them of the problems encountered.
- Suspend the student for a given period of time. Administration will determine if
- make-up work is allowed for work missed during suspension.
- Suspend the student's extracurricular privileges.
- Place the student on probation. (See PROBATION)
- Expel the student.

The above list is not exhaustive. Administrative discretion will determine what other forms of discipline are exercised.

Appealing Discipline Procedures

Following the example of the Gospel to create a Christian community of justice and charity, South Hills Academy recognizes the right of students to receive fair and impartial treatment, to receive clear and honest explanations for actions that are taken in their regard and to present appeals according to established, equitable procedures (see COMMUNICATING CONCERNS). In any appeal situation, the parents must appeal in writing to the principal. The principal will evaluate the decision, especially whenever important information was not available when the previous decision was made, when it is apparent that the proper procedures were not followed, or when it is clear that the facts of the situation were not accurately applied.

Code of Conduct

Socially, South Hills Academy expects students to demonstrate empathy and compassion for others and to illustrate a character of integrity and justice. We are not a remedial school or disciplinary academy for the unruly. Such students would need a specialized program.

The following is a list of behaviors the Administration of South Hills Academy finds inappropriate. Any student participating in any of these behaviors is subject to suspension or other disciplinary actions deemed appropriate by the Administration and listed in this Student-Parent Handbook.

- 1. Attempting to injure, degrade, or disgrace any fellow student or school employee (this includes racial or any sexual remarks).
- 2. Defacing school property.
- 3. Leaving campus, class, chapel, or assembly without permission.
- 4. Possession of iPods, electronic games.
- 5. Violating the dress code.
- 6. Displaying continued disobedience.
- 7. Possessing matches, lighters or fireworks.
- 8. Displaying affection inappropriately.

- 9. Disobeying or openly defying school authority.
- 10. Using profane or obscene language, or using God's name in vain; maligning the character of any student and/or employee.
- 11. Fighting, causing physical harm, or verbal harassment.
- 12. Stealing.
- 13. Cheating (will result in a zero).
- 14. SHA has a zero tolerance policy on possessing, using, selling, or otherwise handling of alcoholic beverages or any form of tobacco or illegal drugs.
- 15. Possessing pornographic material of any kind.
- 16. Chronic tardiness to class.
- 17. Selling any items for personal gain.
- 18. Sexual harassment.
- 19. Body piercing or tattoos.
- 20. Forging parent/guardian signature.
- 21. Possessing knives, firearms, ammunition, or weapons of any kind (suspension/referred to the board to dismiss or retain the student).

NOTE: THESE RULES APPLY ON AND OFF CAMPUS FOR AS LONG AS A STUDENT IS ENROLLED AT SOUTH HILLS ACADEMY.

Counseling

The Administrative Offices are always available for questions, yet we would prefer that the first contact be with the respective teacher. If further assistance is needed, please feel free to contact an administrator.

Non-academic counseling is handled in several ways. If a student would like to discuss any problem or concern, or ask any questions, he/she is encouraged to contact the respective faculty member he/she feels can best meet his/her need. Students generally have one or more teachers they can go to for advice, counseling, and prayer. The Administration can also refer students and families to professional counselors for serious problems and concerns that they may face.

Middle and High School Detention Program

The detention program is designed to assist the classroom teacher in handling behavior problems.

Detention will be used in handling continued problems of disobedience, disrespect, and dishonesty. Some examples of problems would include classroom disturbances,

excessive talking, and general misconduct.

Detentions take precedence over class activities, sports events, meetings, make-up tests, appointments, etc.

When a detention is assigned, the student will have 24 hours to take his/her copy of the detention form home, have it signed by his/her parents, and return it to the teacher assigning the detention.

The student must give his/her copy of the detention slip to the person overseeing detention at the time he is to serve the detention. If a parent does not sign the slip or if he/she does not have the detention form, he/she will be given a referral to the office to notify his/her parent of the detention.

If the student loses his/her detention form, he/she should obtain another form from the teacher who assigned the detention. The student should not go to the office to ask any of the Administration for help in this matter. **THE STUDENT MUST GO DIRECTLY TO THE TEACHER WHO ASSIGNED THE DETENTION**.

Any student who fails to serve a detention will then be required to serve 2 detentions. If the same student fails to serve the 2 detentions thereafter, he or she will be suspended.

California Educational Code

Legal Procedures

In order that our students may become better-informed citizens/students in general, a few provisions of law relating to school are given below. The references quoted below are taken from the "Education Code" and from the California Administrative Code, Title #5.

Child Abuse

Any teacher who concludes from observation of a minor that the minor has received physical injuries which appear to have been inflicted upon him by other than accidental means by any person, that the minor has been molested, that the minor has been abandoned, deserted, or expelled from the home, or that the minor has been placed in such a situation that his life or health may be endangered, shall report such fact within thirty-six hours to the local police.

(P.C. 11161.5: P.C. 270-273)

Causes for Suspension

Continued willful disobedience, open and persistent defiance of the authority of the teacher, habitual profanity or vulgarity, smoking cigarettes, or having cigarettes upon school premises, possessing weapons of any kind constitutes good cause for the suspension or expulsion of a student from school. (E.C. Sec. 26073).

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Responsibility for Property

Any student, who willfully cuts, defaces, or otherwise injuries in any way any property, real or personal, belonging to a school district, is liable to suspension or expulsion, and the parent or guardian shall be liable for all damages so caused by the student. The parent or guardian of a student shall be liable to a school district for all property belonging to the school district loaned to the student and not returned upon demand of an employee of the district authorized to make the demand. (E. C. Sec. 16074)

Insulting or Abusing a Teacher

Any parent or guardian or other person who insults or abuses any teacher in the presence of other school personnel or students, and at a place which is on school premises, or at some other place if the teacher is required to be at some other place in connection with assigned school activities, is guilty of a misdemeanor. (E.C. Sec. 13560)

Narcotics

Any student found using drugs or narcotics, or having the same in his/her possession, is liable to immediate expulsion from school. Any student who knowingly attends a party or gathering where drug abuse takes place is likewise liable to expulsion. Any student apprehended by the police for drug abuse shall be suspended until such time as a court ruling decides about guilt or non-guilt of said student. If a student is convicted of the charge, his/her expulsion is automatic. (E.C. Sec. 10603). Teachers and counselors are encouraged to work with individual students who come to them with drug-related problems, and they have the right to retain confidential information in this area as a committed and professional secret. However, if the information received implies threat or damage to other students, actual or possible, the Administration must be informed.

Arrests and Court Orders

Students may be arrested or subpoenaed as witnesses without parental knowledge or permission. The school will make every effort to contact the parents to inform them of the action and the whereabouts of the student. (E. C. 13013)

Academic Probation

Academic probation will be enacted when a student receives an "F" as a quarter grade. If this grade is not brought up to a "C" by semester's end, a conference will be held with the administration, teacher, and parent(s). Eighth and Twelfth Grade students may hinder their possibility of graduating with their class if their grades are not kept at a satisfactory level. Students that are not performing at grade level will not be accepted for the following school year.

Disciplinary Probation

Probation refers to a period of time during which a student's behavior is subject to continuous observation and evaluation to determine the right to remain at South Hills Academy.

After being placed on probation, the student and parents will be notified of the conditions of probation, which will refer to all items of behavior and attitude covered in the Student-Parent Handbook.

Failure to sign the probationary contract will result in automatic dismissal from South Hills Academy.

If a student fails to conform to the guidelines established under the conditions of probation, the student will either be asked to withdraw immediately or will be expelled.

Probationary Status

All students will be placed on a six-week probationary status beginning with their first day of school. If the student is not deemed suitable for our program he will be released within the probationary period.

Corporal Punishment

South Hills Academy does not use corporal punishment as a form of student discipline. Biblically, parents are given that responsibility.

Gum

Gum chewing is **NOT ALLOWED** on school grounds. Gum should not be brought to school.

Profanity

Swearing and abusive language is not permitted at South Hills Academy. It is understood that parents and/or students will refrain from using language of this type and will cooperate with the school to assure that improper language is corrected. (para. 1055.2, Calif. Ed. Code)

Plagiarism and Cheating

Academic integrity is a priority at SHA. Students who plagiarize or cheat on tests, quizzes or assignments will have an office referral and may receive an automatic "Zero" on the assignment. Any additional incidents will result in lowered grades along with possible suspension and/or expulsion from school.

Skateboard Policy

South Hills Academy wishes to cooperate with the laws of our city and therefore must require that all skateboards and other forms of skating be banned from the property.

"Effective April 1, 1988, the new municipal ordinance will prohibit riding, propelling, or parking a skateboard, roller skates, coaster, or scooter on any street or roadway within the City of West Covina or any place of public assembly. Skateboards, roller skates, coasters, or scooters are also prohibited on parking lots or in parking structures used for the parking of motorized vehicles and on any private sidewalk in a business or commercial complex, including a shopping center."

Student, Faculty and Staff Relations

We encourage friendly and warm interaction between faculty, staff, and students; however, in keeping with the fact that authority is ordained of God, students must develop and maintain an attitude of respect for each teacher and staff member.

The only acceptable way of addressing a school employee is by use of titles "Miss", "Mrs.", "Mr.", or "Coach". This standard is applicable on the athletic field as well as in the classroom and should also be observed at all school-related activities. No employee will encourage students to use first names at any time.

Tobacco Free Campus

South Hills Academy is a tobacco free campus. Parents and visitors are not permitted to smoke anywhere on our campus.

Child Abuse

Any school employee, who reasonably suspects child abuse has occurred, or is occurring, is required by law to file a child abuse report. These reports are filed with the appropriate child protective services agency who will investigate. Complaints filed against a school employee of an alleged act of child abuse will also be investigated by that agency and, if substantiated, the agency will inform the South Hills Academy administration.

Sexual Harassment

It is South Hills Academy's policy to maintain a learning environment that is free of sexual harassment, a form of sex discrimination that constitutes differential treatment on the basis of sex. South Hills Academy considers harassment to be a major offense that can result in disciplinary action to the offending employee or student. Each school employee and parents of any student who believes that he/she has been a victim of sexual harassment should bring the complaint to the attention of the administration so that appropriate action may be taken to resolve the complaint. Complaints will be promptly investigated in a way that respects the privacy of those concerned.

DRESS CODE

The school administration of South Hills Academy has adopted a school uniform for boys and girls to wear during the school year. It is the requirement of our teachers to enforce the dress code. Our students are required to conform to the dress code as set forth. There are two types of uniform classification. They are the Formal Chapel Uniform and the Regular Uniform. At the beginning of every day the first period and/or homeroom teacher must do daily uniform check. Therefore it is very necessary for all teachers to be fully aware of our policy. Parents earn the right to make sure all students conform to this policy.

Note: Entire School Uniform must be purchased from CKW School Uniforms.

Girls Regular Daily Uniform

May be worn at any time that the Formal Chapel Uniform is not required. No shorts may be worn Monday-Thursday for High School students.

Pre-K - 2nd Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Navy School Cardigan, Vest, Jacket, Blazer, or Navy Hood
- o Burgundy Polo w/logo
- o Plaid Drop-Waist Jumper
- o Black, navy blue, gray, or white leggings (optional)
- o Shirts must be tucked in

3rd - 5th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Navy School Cardigan, Vest, Jacket, Blazer, or Navy Hoodie
- o Burgundy Polo w/logo
- o Plaid Box-Pleat Skirt
- o Black, navy blue, gray, or white leggings (optional)
- Shirts must be tucked in

6th - 8th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Wine School Cardigan, Vest, Jacket, Blazer, or Wine Hoodie
- o Navy Blue Polo w/logo
- o Plaid Box-Pleat Skirt
- o Black, navy blue, gray, or white leggings (optional)
- Shirts must be tucked in

9th – 12th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Grey Vest, Jacket, Blazer, or Hoodie
- o White Polo w/logo
- o Plaid Box-Pleat Skirt
- o Black, navy blue, gray, or white leggings (optional)
- o Shirts must be tucked in

Girls Formal Chapel Uniform

May be worn at any time, BUT REQUIRED ON Wednesday's Chapel Days and/or Special Occasions.

K – 2nd Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Navy School Cardigan, Vest, Jacket, Blazer, or Navy Hoodie
- o White Peter Pan Blouse w/Cross Tie
- o Plaid Drop-Waist Jumper
- Shirts must be tucked in

3rd - 5th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Navy School Cardigan, Vest, Jacket, Blazer, or Navy Hoodie
- o White Peter Pan Blouse w/Cross Tie
- o Plaid Box-Pleat Skirt
- Shirts must be tucked in

6th – 8th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Wine School Cardigan, Vest, Jacket, Blazer, or Hoodie
- White Oxford Blouse w/Necktie
- o Plaid Box Pleated Skirt
- o Shirts must be tucked in

Boys Regular Daily Uniform

May be worn at any time that the Formal Chapel Uniform is not required. No shorts may be worn Monday-Thursday for High School students.

Pre-K – 5th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Navy School Cardigan, Vest, Jacket, Blazer, or Navy Hoodie
- o Burgundy Polo w/logo
- o Navy Blue pants or Shorts w/Belt
- o Tight or baggy pants are not permitted
- o Alterations to uniform not permitted

- o When standing pants must be touching the shoes
- Shirts must be tucked in

Boys

6th - 8th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Wine School Cardigan, Vest, Jacket, Blazer, or Navy Hoodie
- o Navy Blue Polo w/logo
- o Navy or Khaki Pants w/belt
- o Tight or baggy pants are not permitted
- o Alterations to uniform not permitted
- o When standing pants must be touching the shoes
- Shirts must be tucked in

9th – 12th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Grey School Cardigan, Vest, Jacket, Blazer, or Hoodie
- o White or Burgundy Polo w/logo
- o Navy or Khaki Pants w/belt
- o Tight or baggy pants are not permitted
- o Alterations to uniform not permitted
- o When standing pants must be touching the shoes
- Shirts must be tucked in

Boys Formal Chapel Uniform

May be worn at any time, BUT REQUIRED ON Chapel Days and/or Special Occasions.

Pre-K – 5th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Navy School Cardigan, Vest, Jacket, Blazer, or Hoodie
- White Oxford Shirt w/plaid Tie
- o Navy Blue pants w/Belt
- o Tight or baggy pants are not permitted.
- o Alterations to uniform not permitted
- o When standing pants must be touching the shoes
- Shirts must be tucked in

6th - 8th Grades

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms

- o Wine School Cardigan, Vest, Jacket, Blazer, or Hoodie
- White Oxford Shirt w/plaid Tie
- o Navy or Khaki Pants w/belt
- o Tight or baggy pants are not permitted.

- o Alterations to uniform not permitted
- o When standing pants must be touching the shoes
- Shirts must be tucked in

Spirit Wear (Fridays only)

NOTE: If Friday is a holiday, students may NOT wear spirit wear on Thursday. Students out of dress code must have a change of clothes brought to them by morning break or be suspended for the day.

Approved dress for Spirit wear:

- o Must be wearing a shirt or pullover sweatshirt with SHA or South Hills Academy on it.
- o Long shirts are required to be tucked in.
- o Spirit wear shirt is to be the outerwear with only a sweater or jacket over it. (Spirit wear shirts are not to be tank tops, midriffs, half shirts, or crop tops.)
- o Jackets & Sweaters for Spirit wear any color
- o Jeans and overalls (no holes, tears, over-sized, or too tight)
- Shorts/skirts, are allowed, weather permitting. Girls not more than 3" above the knee when kneeling. Boys – follow guideline under regular dress code for length and size requirements of shorts.
- o Belts (1st-12th grade boys) are required with any pants/shorts that have belt loops.
- o Girls' dresses/skirts: (no slits more than 3 || above the knee) not more than 3" above the knee when kneeling. Sundresses are to be at least 2 ½ || wide across the shoulders (strapless not allowed).
- o Shoes are to be close toed (no platforms, sandals, boots, or backless shoes)

Non-Uniform Dress

Administration may call for a non-uniform dress day (example: fundraiser, pictures, special event).

Shoes for All Students

Shoes should be appropriate for school uniform (oxfords, penny loafers, or tennis shoes). Shoes are to contain only the following colors: white, black, grey, or navy blue (NO other colors are ACCEPTED). Shoes must be one solid color. Sandals, platforms, and boots are NOT acceptable. Shoelaces must be solid in color (solid white, navy blue, or black only / no designs or patterns). Shoes with laces must be tied at all times. Socks (solid white, navy blue, or black) shall be worn and visible at all times.

Outerwear

All Tops/Outerwear must have School Logo purchased at CKW School Uniforms. The outerwear can be the following: Navy School Cardigan, Vest, Jacket, Blazer, or Navy Hoodie. If the students outerwear is on backorder from CKW School Uniforms, only solid colored outerwear may be worn that is one of our school colors without any other logos or

writing, when proof (receipt from CKW School Uniforms with date outerwear is projected to arrive) is provided that the outerwear is on backorder.

Jackets

The only navy jacket that is acceptable is to be purchased at CKW School Uniforms.

- o See above (Spirit wear) guidelines for attire (spirit shirt not required on non-uniform dress)
- O Tank tops (nothing less than 2 ½ || across the shoulder), NO midriff tops, half shirts, or crop tops.
- o No shirts or sweatshirts that DO NOT reflect a strong, ethical standard.
- o Shoes are to be close toed (no platforms, sandals, boots, or backless shoes)

The school administration has the freedom to change the specifics of the dress code at its discretion. It is the parents' responsibility to be familiar to what is acceptable dress for your student. The Administration feels that it is the parent's responsibility also to enforce the school's standards of dress.

Dress Code violations are preventable with proper exercise of parental concern and authority. Please cooperate with us in this area. All teachers are responsible for reporting dress code violations. If a student has a question as to whether or not something is acceptable, please check with the Administration for final approval before wearing the apparel.

Dress Code Violations

WHAT HAPPENS IF A STUDENT IS OUT OF DRESS CODE?

If a student receives a dress code violation, the following will happen:

1st Violation: The student is sent back to class, with the understanding that they are to take the violation sheet home to their parent(s). The violation sheet is to be signed by a parent and returned to the office the next school day. Also, the violation correction must be taken care of before returning to school. Violation on file.

2nd Violation: Grades K-5th – Same as the 1st violation (warning). Violation on file. Grades 6th- 12th - 2nd violation shall have the same consequence as the 3rd violation (in school suspension). Violation on file.

3rd Violation: In school suspension. The student is sent back to class and is given an in school suspension the following school day. The student is given a letter of suspension and a dress code violation sheet for the parents. These sheets are to be signed and returned to the office upon the return of the student from a suspension. Also, the violation correction must be taken care of before returning to school. Violation on file.

Repeated violations result in a student referral to our school board for dismissal from South Hills Academy. Remember, dress code violations are considered an act of disobedience.

Student Dress Code General Regulations

- o Students that do not abide by these regulations receive a dress code violation.
- o Girls may wear shorts under their jumpers or skirts for modesty. These shorts should not be visible.
- o Uniform blouse/shirt must be tucked in at all times.
- o Earrings may be worn for girls only if the ears are pierced, worn in matched sets, and must be modest. Hoops may not be any larger than a nickel. Earrings that dangle may not be longer than 1-inch in length.
- o Boys may not wear earrings.
- o When using cosmetics, moderation should be stressed. Excessive amounts or an exaggerated style of facial make-up is prohibited. Only a clear form of lipstick may be worn at school. Students in grades K-8 are not allowed to wear make-up.

Swimsuit Regulations for Students 3rd - 12th Grade

- o Girls should wear either a one-piece or a two-piece tankinis (no stomach should be exposed). Bikinis are not allowed.
- o Swim caps may be worn to keep hair dry. Long hair needs to be pulled back.
- o Boys wear board short trunks.
- o Tight or baggy trunks are not permitted.

Hair Code for Students K-12 Grade

- o Hair must be clean, neat, and modestly styled.
- o Exaggerated hairstyles, shaved sides, tails, color, highlights or streaks are not acceptable.
- o Hair may not be combed in such a way that it hangs on the face.
- o Boys' hair should not extend below the ear, below the eyebrows, or touch the shirt collar.
- o Sideburns must be clean and cut no wider than one-inch, not extending below the bottom of the ear.
- o Male students must be clean-shaven. No moustaches or beards are allowed.

The school administration shall make the final decision as to what is acceptable. If a hairstyle draws undue attention to the student, it is out of dress code and the student is required to change it before returning to school.

Labeling Clothing to Prevent Loss

All clothing items should be marked with an indelible black laundry marker with the

student's first and last names.

South Hills Academy does not recommend identification be made on the outside of any clothing item or book bag for safety reasons. Coats, jackets, and sweaters are to be marked by one inch (1") letters in black indelible laundry ink. First and last names are to be written inside the item below the collar. Names should be centered on the article of clothing and no more than three inches (3") from the bottom of the collar. Lunchpails and book bags should be marked in one inch (1") letters in permanent black marker ink. Physical education clothing is to be clearly marked with black indelible ink on the lower front leg of the short and the bottom left front of the shirt.

EXTRACURRICULAR ACTIVITIES

Extracurricular Activities Requirements

In order for students to participate in extracurricular activities such as sports, music, school band, cheerleading, etc., it is required that a grade of "C" (70%) be maintained in the classroom. Also, satisfactory citizenship in the classroom and on the playground must be maintained. Any infraction in these areas may result in non-participation in extracurricular activities.

Music Concerts

A Christmas Concert is presented by the students for your enjoyment. Winter and fall recitals are presented by students taking private lessons. Children who are involved in the concerts must attend the performance.

Student Activities

The Administration supervises a well-rounded schedule of activities which may include the following: Academic Awards Program, Student Council, Student Leadership Committee, Yearbook, Annual Fundraisers, Annual Field Trips, Christmas Music Program, Graduations and Promotions.

Student Leadership – High School

Leadership training and experience are important features of the educational program at South Hills Academy. The schools provide the preparation, training, and support through which girls and boys learn the principles and practices of effective and honorable leadership. In addition, all students are considered to be role models and leaders for the school. Each student leadership position incorporates significant and specific practical responsibilities that make a real difference in the life of the school community.

Student Government – High School

The Student Council at South Hills Academy works in coordination with the Associated Student Body (ASB) of SHA to develop activities, initiatives, and policies on behalf of its student constituents and the school while fostering constructive communication among students, faculty, and administration. The ASB is responsible for encouraging positive

school spirit. Students are elected to the positions of class presidents and vice presidents. Other ASB officers are placed in their positions by appointment.

In addition to serving as members of the schoolwide Student Council, class officers also lead their classes, hold regular class meetings, address issues of importance to the class, and organize class activities.

FINANCIAL INFORMATION

Student Referral Credit

You will receive a \$500 student referral credit after the referred student has been enrolled for 3 consecutive months.

Payment Schedules and Procedures

1. One Payment Plan

Total amount is due and payable on August 1, 2017.

2. Two Payment Plan

First payment is due on August 1, 2017. Second payment is due on January 1, 2018.

3. Ten Payment Plan

Each payment is due and payable on the 1st of each of the following months – August, September, October, November, December, January, February, March, April, and May.

4. Late Fees

\$30.00 will be charged for payment not received within 10 days after due dates listed above.

5. Returned Checks

A \$25.00 fee will be imposed on all returned checks. After a second returned check, the account will be placed on payment only by money order or cashier's check for the balance of the school year.

6. Delinquent Accounts

If an account is delinquent for 30 days, the student may be suspended until the account balance is current.

7. Account Changes

A written request is required prior to the 15th of the previous month regarding any changes of the students' account or program. A processing fee of \$25.00 will be charged should there be any changes after the 15th.

8. Parental Agreement

Tuition is based on annual school term attendance. Parents agree to give the school a minimum of 60 days advance written notice prior to the withdrawal of their child and they understand they will be held financially responsible for those 60 days.

GENERAL INFORMATION

Arrival and Dismissal

Parents are requested not to send their children to school too early in the morning or permit them to stay after school dismissal unless arrangements for Extended Day Care are made with the school office.

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Student's starting times: 8:00 a.m. – Kindergarten through 12<sup>th</sup> Student's dismissal times: 2:45 a.m. – Kindergarten through 2<sup>nd</sup> 3:10 p.m. – 3<sup>rd</sup>-5<sup>th</sup> grade 3:27 pm. – 6<sup>th</sup>-12<sup>th</sup> grade
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Students who do not enter class when picked-up by teacher will be marked tardy.

All grade levels may arrive as early as 7:30 a.m. without being charged for Extended Day Care. Students who are not signed up for Extended Day Care must be picked up by 3:30pm.

Every Wednesday afternoon, faculty and grade level meetings are held. Student release times are:

Kindergarten/2nd Grade	2:00 p.m.
3 rd – 5 th Grade	2:10 p.m.
6 th - 12th Grade	2:15 p.m.

Fridays – Students may wear spirit wear shirts in place of school uniform. If a student is not in spirit wear, they must be in uniform

Any students not picked up by 3:30pm or 15 minutes after team practice/game will be signed into Extended Day Care.

Policy for Students Who Walk Home or Take the Bus

An SHA-provided form must be submitted to the school office stating that your child(ren) will be walking or riding the bus home each day and that you take full responsibility for your child's welfare once off campus. The office will then issue your child(ren) a walking pass. Students with walking passes will be expected to leave the campus by 3:30 p.m. or they will be checked into day care. If a child is not picked up by 6:00pm, the parent will be charged \$40.00 after 6:00 p.m.

Early Dismissal

If you need to pick-up your child any time before dismissal, please call our office, or send a note before 9:00 a.m. This will make for a smooth transition, and will not disrupt the remainder of your child's class. When you arrive at school there will be two signatures required: one on the early dismissal form and the other on the sign out sheet.

Chapel

South Hills Academy has an active chapel program where films, guest speakers, and teachers present Biblical truths using various methods. Students are required to participate in chapel. Chapel is held once a week on Wednesday.

Parking Lot Safety

Your child's safety is of utmost importance, so...PLEASE...

NO PARKING IN PARKING LOT between 7:30am-8:05am.

Exceptions: You may park in green 20 minute parking stalls only.

NO CELL PHONES while driving through the parking lot.

Drive SLOWLY through the parking lot.

LOOK FORWARD when moving forward. Don't move forward while looking at your child walking into the school on your right.

STOP at the crosswalk and check for clearance before proceeding.

DO NOT block the crosswalk at any time.

LOOK out for pedestrians at ALL times.

ALL students & adults need to be crossing in our crosswalk.

You are not allowed to turn left between 7:30-8:00 am and 2:00-3:30 pm.

Parking lot flow is one way. DO NOT exit the entrance driveway.

Morning drop off procedure:

Two lanes only.

The lane nearest the school building (past the crosswalk) is the student drop-off lane. They must exit on the right side of the vehicle. Do not allow them to exit on the left side. It is very dangerous.

If traffic is backed up, then students may get out of their car **(on the right side)** before crossing the crosswalk area, only with staff permission.

PULL as far forward as possible, past the crosswalk. This will allow for more cars.

The far lane is for through traffic only.

DO NOT drop students off in the middle lane.

DO NOT leave your car in the drop-off lane unattended.

Afternoon pick-up before 3:30 pm, and at 5:00 pm (following the end of our After School Program):

You may stay in your car and we will direct your child(ren) to your car.

Three lanes.

The two lanes nearest the school building are student pick-up lanes.

PLEASE, watch for pedestrians and DO NOT leave your car without a driver in these lanes.

If you pick up your child before the office closes at 4:00 pm, you must park your car and go to the school office.

Posters

The principal must approve posters advertising upcoming school events or other activities of general interest to the student body, before being posted. They are to go only in designated areas approved by the administration. Please make requests in writing to the principal 48 hours in advance of the days desired for posting. Non-approved posters (of a personal type) will be taken down immediately.

Lunch Program

We are concerned about the quality of food served to our students. Therefore, South Hills Academy has selected a company with high reputation to provide nutritious lunches to our students.

These lunches will be available on a preorder basis. The cost will be \$4.50 for lunch. This includes main course, milk, and fruit or vegetable. The cost for same day lunches is \$5.00 and emergency lunches are \$6.00.

Procedure for ordering Lunch:

- 1. Send in a completed order form to SHA office by the due date indicated.
- 2. Enclose a CHECK payable to Bevaris Foods.

PLEASE NOTE: If your child is absent on a day that he/she is to have lunch, it is your responsibility to call Bevaris Foods before 8:00 am to cancel your lunch. A credit will be issued and must be used the following month. Thank you for your cooperation.

Emergency Lunch Procedure:

• First step, office staff will notify the parent so that they can bring their child a lunch. It is the parent's primary responsibility to provide lunch for their child.

• If the Parent is unable to be contacted, or were unable to bring a lunch, then an emergency lunch would be provided. A note will be sent home with the student stating they received an emergency lunch and the fee to be paid is \$6.00.

The emergency lunch is a service that is provided due to an emergency. An emergency is something that happens once in a while.

Cell Phones

Students may NOT have cell phones at school outside of their back-packs at any time. All cell phones must be turned off. Placing a cell phone into silent/vibrate or text messaging mode is not considered turned "Off" and is prohibited. Students may only use their phone if permission is first granted by the supervising faculty/staff. If the student violates this policy, then the electronic device will be confiscated and turned over to the administration. The electronic device may be examined by the administration, including phone numbers called, pictures stored, and text messages sent and received.

- 1st offense The device is turned over to administration and can be redeemed after school.
- 2nd offense The device is turned over to administration and can be redeemed after 5 school days.
- 3rd offense The device is turned over to administration and cannot be brought to school again. If the device is brought to school then it will be turned over to administration and can be redeemed only by conferencing with principal after 4 weeks (20 school days).

Note: The school will NOT be responsible for any electronic devices brought on campus.

Laptops/iPads (Middle and High School Students)

- Laptops/IPads are not to be operated outside of the classroom.
- The purpose of the Laptop/IPad is for academics and not for entertainment.
- At any time a teacher may preview any open files to verify proper use of Laptop/IPad.
- 1st violation of usage will cause confiscation of Laptop/IPad until the end of day with a demerit. Student may pick up Laptop/IPad in Administration's office.
- 2nd violation parents will be contacted and Laptop/IPad will be released to them at end of school day.
- 3rd violation Laptop/IPad cannot be brought to school again.

Toys

Children are not permitted to bring toys to play with during school hours. Items may be brought for sharing in classroom only when pre-arranged by teacher. Children are not to bring balls, trading cards, comic books or magazines to school. South Hills Academy is not responsible for items brought to school.

CD Players, iPods, iWatches, Electronics

Students are not allowed to bring trading cards, teen magazines, toys, electronic games, digital cameras, iPods, CD or MP3 players, etc. to school.

Bicycle Riding

We welcome our students in grades 4th-12th to ride their bicycles to school. They must have a lock to secure their bikes. It is also a law that helmets be worn when young people are riding their bikes. The school will enforce this state law.

Care of Personal and School Property

Lunch boxes, tote bags, and other personal property **should be labeled** with the child's name. Bicycles should have chains and locks. Students must be careful not to deface the building or mark the desks, floors, etc. The entire facilities have been dedicated by man to God and are therefore due the greatest care and respect. Students will be charged for intentional damage to school property, and parents must assume the financial liability with them.

Classroom Parties

Parties will be limited to once a month. See teacher for time and guidelines for the class parties.

Closed Campus Rules

Students are not permitted to leave the campus at any time without permission. Any student found off campus without permission will be suspended.

Parents and visitors must report to the office before entering the school campus during office hours.

Visiting the Classroom

We welcome inquiries by parents concerning the progress of their children. We urge you, however, to make such inquiries during non-school hours or by appointment with the teacher. PARENTS MUST REPORT TO THE ACADEMY OFFICE BEFORE ENTERING THE SCHOOL PROPERTY DURING SCHOOL HOURS. A visitor's badge will be issued to any visitors.

Communicating Concerns

To discuss concerns regarding academics or classroom behavior (classroom, grades, assignments, tardies, etc.): In all situations, first contact the respective teacher. At South Hills Academy, we agree strongly with the Matthew Principle, in Matt. 18, and contacting the immediate person involved whenever possible.

IF AFTER TALKING TO THE TEACHER, YOU STILL FEEL DISSATISFIED OR FEEL THE QUESTION OR PROBLEM DEMANDS FURTHER ATTENTION, YOU SHOULD CONTACT ONE OF THE SCHOOL'S ADMINISTRATORS.

Concerns regarding serious or chronic behavior should be directed to one of the school administrators. Concerns regarding teaching or staff personnel should be directed to the one of the school administrators. Concerns regarding financial matters should be directed to the Accounts Receivable secretary. Concerns regarding South Hills Academy's philosophy or policies should be directed to one of the school administrators or the Head of Schools.

Conciliation Agreement

As a Christian ministry we believe that the Bible (Matthew 5:25, I Corinthians 6:1-7) commands believers to make every effort to live at peace and to resolve disputes with each other in private or within the Christian church. Therefore, any controversy or claim arising out of the relationship between the school and the home shall be resolved with the assistance of a Christian conciliation service through mediation, or as a last resort, through legally binding arbitration. Both parties agree that these methods shall be the sole remedy for any controversy or claim and waive their right to file a lawsuit against one another in any civil court for such disputes except to enforce a legally binding arbitration decision

Directory Information

School authorities will presume permission of the parents to release directory information unless the school is notified in writing to the contrary. Directory information is that type of material that might be published on an honor roll or a listing of students with their GPA (E.C. Sec. 10944)

Internet Statement of Use

South Hills Academy is constantly striving to offer our families the best educational resources available. Our campus is a Wi-Fi campus where internet usage is available in all offices, classes, and chapel.

Firewalls (internet safeguards) have been established to protect our system from outside intrusion and our children from accessing inappropriate information. We are constantly looking for ways to improve our security measures. We recognize dangerous situations can await both the school and students if we are not vigilant. Please be assured that SHA is taking every precaution to provide a safe technology environment for your child.

We want our students and staff to have rich and meaningful online experiences, but we recognize that Internet and email access is a privilege-not a right. Those who choose to act in an inconsiderate or irresponsible manner will not receive or may lose these rights due to the choices they make. Representation of SHA on internet sites, chat rooms, blogs, etc. is prohibited without the expressed written consent of the school. Students will be held to the acceptable standards of "etiquette" and Christian character at all times. Those who act in a responsible manner may earn more privileges while those who act irresponsibly or encourage other to act irresponsibly may lose privileges. Be reminded that any off-campus activity that violates our acceptable use policy and causes disruption at school will be subject to school disciplinary action. This would include, but is not limited to, internet profanity, hate mail, and blog postings.

The use of the online services is a privilege, not a right. Failure to adhere to any of these policies may result in suspension of internet privileges, disciplinary or legal action as deemed prudent by the instructor and/or administration. The school reserves the right to deem what is "inappropriate use" and their decision is final. As representatives of Christ and South Hills Academy, all staff personnel, students and parents are expected to handle themselves in a Christ like manner.

Field Trips

Field trips will be taken. Appropriate attire will be school spirit shirt unless otherwise announced. Parents will be needed to act as chaperones. A student may not join any school/field trip without their parent's written permission.

Guidelines for Grade Level Field Trips

4th grade 5th grade Sacramento Trip 5th grade Science Camp 7th-8th Grade Astro Camp 6th - 8th Grade Washington DC Trip (every 3rd year) 2018

Catalina Trip (every 3rd year) 2016 New York City (every 3rd year) 2017

The above scheduled field trips are an extension of our curriculum. These trips are an opportunity for our students to grow together as a class/grade level as they experience things they have studied. They will experience things that are not usually experienced when you just travel as a family to some of these same areas.

Guidelines:

Parent Chaperones - The number of parents that may attend these trips may be limited.

- o 5th grade Science Camp: 1 male per 6 boys / 1 female per 6 girls
- o 6th through 8th grade Catalina: 1 male per 8 boys / 1 female per 8 girls Parents attending will be expected to function as a chaperone for the entire group. Supervision is for the group assigned to them for the event which may include their child.

Any discipline problems should be brought privately to the attention of the teacher/administrator in charge.

Parent may be allowed to be in the same cabin as their child (ONLY if the child is the same sex as the parent).

As a chaperone, parents are expected to abide by all rules and regulations that

have been set for the entire group. Any concerns need to be expressed in private to the teacher/administrator in charge.

Trip attendance for SHA students at that grade level only

No siblings may go on field trips

This is a school function and not a family vacation

Guidelines for Day Field Trips

Scheduled field trips are an extension of our curriculum and student participation is expected.

Admission and transportation fees, if needed, will be listed on the permission slip. Students must follow the school dress code policies (spirit wear shirts) on all field trips. If traveling by bus all students are expected to ride the bus. If a child will be riding in their parent's car, no other child may ride in that vehicle without a parental note. Any assignments from other classes missed during the field trip must be made up by the next day (Spelling Bee, Math Olympics, Speech Meet, etc.). Students must meet all academic and behavioral standards set for participation in the field trip.

Parents:

If traveling by parent drivers the office must have a current copy of your driver license and vehicle insurance information on file. Seat belts required / follow child safety laws regarding car seats.

In some cases parents may be required to take a car (not enough room on the bus for students, faculty, and parents).

Admission and transportation fees, if needed, will be listed on the permission slip. Parent participation may be limited (based upon limits set by facility/area of the trip). Parents are expected to abide by all rules & regulations that have been set for the entire group. Any concerns need to be addressed in private to the classroom teacher. Parents attending will be expected to function as a chaperone for the entire group. Supervision is for the group assigned to them for the event and may include their child. Any discipline problems should be brought privately to the attention of the classroom teacher.

SHA students at that grade level only may attend trip (no siblings – exceptions may be made for siblings not yet school age).

Fundraisers

South Hills Academy is a financially self-supporting institution. All our expenses must be paid through self-generated funds. Parent support is not only needed in paying regular tuition, but also in actively participating in various fundraisers.

The school sponsors two fundraisers throughout the school year (*Fall Fundraiser & Book Fair). All parents and students are expected to support these fundraisers. The financial structure of the school depends on this support for the many expenses, which cannot be covered under tuition receipts. *Required fall fundraiser the cost is \$75 per student or \$140.00 per family. If agreement is not met, total charges will be charged to the student's account

Injuries

Children who are injured at school will be sent to the office by the teacher or staff on duty. School personnel will attempt to determine with "The Reasonable Man Standard" the extent of the injury and will inform the parents if necessary. Parents will be notified of any head injury.

Insurance

Student Accident Insurance is provided by the school for on-campus or school-related injuries. Insurance claim forms are available at the school office. This is a secondary insurance.

Lost and Found

Lost and found is located in the cafeteria. At the beginning of each month any items not claimed will be discarded. (See DRESS CODE FOR LABELING PROCEDURE TO PREVENT LOSS)

Medicines

The board recognizes that certain students may need to take prescribed medication during the school day. Medicine will be dispensed according to the physician's recommendation (whether prescription or over-the-counter), under the direction of the principal. In every case, the administration of medicine must be observed by the office staff.

Proper forms MUST be completed and submitted to the school office with the prescribed medication - **NO EXCEPTIONS**. Forms for completion are available in the school office, and must be complete with parent/guardian signature.

EPIPEN – An epipen that is given at school must be accompanied by the medication form which is available in the office. Once the physician has completed the form with instructions of administration, please bring the form and medication to the office. In the event South Hills Academy staff determine that an epi-pen is required for a child's

wellbeing, we will administer the epipen and contact emergency services for further guidance. We will comply with emergency services (911) request. Once the students' needs are met, we will contact the parent(s).

INHALERS - Students using inhalers must follow the above procedure, as with any other medication.

The only medicines administered or taken by a student during school hours will be in accordance with the above procedures. It should be emphasized that these procedures are designed to meet the needs of those children who must take medications in order to permit them to function in a school situation. Whenever possible, parents/guardians are asked to cooperate with their physician to work out a schedule which will eliminate the necessity of administering medicine at school. All medicines will be secured in a cabinet in the school office.

PLEASE NOTE: To comply with state law, no medicines will be allowed to be administered or taken without the proper forms being submitted to the office. This policy is in accordance with Education Code 49423 Administration of prescribed medication for pupil.

SOUTH HILLS ACADEMY IS NOT RESPONSIBLE FOR A STUDENT MISSING HIS/HER SCHEDULED INTAKE OF MEDICATION. The burden of accurate dispensing of medication ultimately lies with the student.

Readmission After a Communicable Disease

We want to control and prevent the spread of communicable conditions. To be readmitted after:

- Chicken Pox: all pox must be dry and child must have no upper respiratory symptoms.
- Scarlet fever or strep throat: the diagnosis must be made by a physician and the student must be on antibiotics for at least 24 hours.
- Pink eye: (conjunctivitis), the student must have started antibiotic eye drops or ointment.
- Impetigo: the student needs to have been seen by a physician and started treatment for at least 24 hours.
- Being excluded for "unknown rashes": the student must return with a physician's note stating "not contagious" or the rash must be gone with no other symptoms.
- Lice infestation:
 - o Must have shampooed with a Pediculocide shampoo.
 - o Remove all nits (eggs) by using affine tooth comb
 - o Have the student checked in the office before returning to class.

Alma (Parent Website)

In the parent web site, grades will be posted and updated every Tuesday. It is the parents' responsibility to monitor these grades regularly and bring any discrepancies to the teachers' attention immediately. Any parent without internet access must notify the school secretary,in writing, and fill out the appropriate form at the beginning of the school year in order to receive Progress Reports and Report Cards.

Note to Parents

The Administration and the Board of Trustees of South Hills Academy feels that it is the parents' responsibility to aid the school in enforcing the school standards regarding rules and policies in the Student-Parent Handbook. Please make sure that you are familiar with these rules and policies established by the school and help your student to understand and comply with them. Your cooperation is vital. If at any time the school believes that this cooperation is lacking in either the parents or student, the student may be dismissed from South Hills Academy by action of the Administration.

The desire of the Board of Trustees, Administration, and Staff of South Hills Academy is for the school family to honor the Lord Jesus Christ by actions, which reflect Christian heart-attitudes. The rules, policies, and guidelines are meant to serve as a help in living in the SHA family...but the handbook is more than rules and policies. It is an expression of the curriculum, opportunities, and advantages offered by South Hills.

We want students to have a good year--focusing on learning and living that is in harmony with God's Word. We commit ourselves to that ministry.

Parents' Conduct on Campus

Parents are expected to conduct themselves in such a manner that the Christian influence of the school will be upheld continually before the students. Smoking, drinking or profanity is not acceptable behavior at any time on campus.

Parents are not allowed on campus (except in approved waiting areas) during the school day without registering with the school office first. A visitor's identification badge will be issued.



- - - Please come and

support our

HARD WORK

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IF TALENT DON'T WORK

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School

SOUTH HILLS

Basketball team

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CIF Southern Section Application for Membership 2017-18 School Year

ALL INFORMATION MUST BE TYPED

Name of School Saint Jeanne de Lestonnac Catholic High School
Street Address 32650 Avenida Lestonnac
City and Zip Code Temecula, CA 92592
School Telephone 951-587-2505 Athletic Telephone 951-775-2253 Fax 951-587-2515
School Website www.sjdls.com
Type of School (Check where applicable) Creates 0.12 Greates 10.12 Public Private Coed All Boys All Girls
Grades 9-12 Grades 10-12 1 dolle 111vate Cook 122
Number of Students per Grade (Current Year) 9th 30 10th 11th 12th 12th
Total Number of Current Year Students
Anticipated Future Enrollment 3 Years Hence 125 5 Years Hence 300
New Public High Schools under Construction - Planned Opening Date
Charter Schools Only - Chartering District/Institution
Athletic Program Goals and Objectives
The Athletic Program is meant to enhance the total educational experience benefiting the development of the whole individual.
All scholar athletes will demonstrate leadership skills as they strive to compete to the best of their abilities while witnessing Catholic Christian values.
Athletic Administration azaleski@sjdls.com
Name of Principal Annelle Zaleski Principal's email
Name of Athletic Director JJ Santa Cruz Athletic Director's email jsantacruz@sjdls.com
Accreditation CA 02970
WCEA - 101 S. Kraemer Blvd., Suite 115, Placentia, CA 92870
Name and Address of Accrediting Organization

1 Pag

Facilities

Cross Country	Practice Facility Saint Jeanne de Lestonnac	Game Site and Location
Volleyball	Saint Jeanne de Lestonnac	Saint Jeanne Gym
Golf	TBD	TBD
Basketball	Saint Jeanne de Lestonnac	Saint Jeanne Gym
Soccer	Saint Jeanne de Lestonnac	Saint Jeanne Field
Lacrosse	Saint Jeanne de Lestonnac	Saint Jeanne Field
Track/Field	Saint Jeanne de Lestonnac	TBD
TIMOTOT TOTAL		

Initial Participation Levels

Volleyball

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	Seaso
Fall	Cross Country	V	V	Winter
N. STREET	Field Hockey			
	Football			
	Golf			
	Tennis			
	Volleyball		V	
	Water Polo			
Spring	Badminton			
	Baseball			
	Golf	V		
	Gymnastics			
	Lacrosse	F-S	F-S	
	Softball		F-S	
	Swimming/Diving			
	Tennis			
	Track/Field	V	V	

F-S

Girls

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Boys

Sport Basketball

Soccer Water Polo Wrestling

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 October 1 of each year.

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: MAY 1

- Complete and signed CIF Membership Application
- Previous October State of California Department of Education affidavit form (CBED's)
- Vitae of Principal AND Athletic Director(s)
- Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission and curriculum, and graduation requirements
- 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.

NI.Y email to	Sharon Hodge at shar	onh@citss.org; nard
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Signature	of Officer (Board/Truste	e Officer)
2/26/2	2018	
Date		
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A	rea Placement	
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	Signature The O Name of 2/26/2 Date ***********************************	Signature of Officer (Board/Truster The Order of Our Lady Name of District Board 2/26/2018 Date ***********************************

Revised July, 2016

Annette M. Zaleski

Objective

To serve in collegiality and collaboration with the Order of the Sisters of the Company of Mary, Our Lady as Principal of Saint Jeanne de Lestonnac Catholic High School in Temecula. It is my desire to establish a solid foundation for this new high school as an extension of the well-established elementary school which together will provide a quality educational system founded on the values, and traditions of Saint Jeanne and the Catholic Church.

Experience

Principal of La Purisima Catholic School in Orange, CA

July 2013 - Present

- Reintroduced the charism of the Order of the Sisters of the Company of Mary to the community.
- Established Schoolwide Learning Expectations based on the Company of Mary values.
- Developed a 1:1 program for grades 5-8; 2:1 program for grades K-3; and meaningful technology integration throughout all grade levels preschool through 8.
- Lead the school community through a successful Self-Study process and accreditation visit.
- Transformed campus with beautification projects including reflective garden spaces, murals, and Learning Lab.
- Reformed the Student Support Team to better serve the needs of all students.
- Worked with various parish ministries to establish cohesion among all ministries.
- Maintained a balanced budget and increased revenue streams.
- Serve on the Education Committee for the Pacific Province of Company of Mary
- Lay representative from the United States to the General Chapter in Rome 2015

Principal of Rosary High School in Fullerton, CA

July 2010 – June 2013

- Worked to reestablish trust, collaboration, and collegiality in the school community.
- Lead the community through the Self-Study process in preparation for the accreditation visit in 2012.
- Supervised improvements to the Karcher Center, front entrance, and painting of the buildings, and other campus improvements.
- Was a visible present to the student and parent constituents reestablishing an atmosphere of welcome and open communication.
- Implemented the Freshmen Entrance Interview and Senior Exit Interview processes.

Principal/Interim President of Rosary High School in Fullerton, CA July 2011-June 2012

- Served the Rosary community academically as well as leading the Office of Advancement.
- Formed the Office of Advancement to include Directors of Advancement, Admissions, Alumnae Relations, Communications and an Executive Assistant.
- Lead the school through a successful accreditation visit in March of 2012 and to a 1:1 technology curriculum integration for all students to begin in fall 2012.

Associate Superintendent for the Diocese of San Bernardino

June 2003-June 2010

- Served, lead, and motivated principals of Diocesan Catholic schools as they administered to their school communities – this is inclusive of training, policy enforcement, curriculum development, accreditation preparation and employment issues.
- Served as Tournament Director for the Bishops' Golf Classic raising money for Catholic schools within the Diocese of San Bernardino raised over \$214,000 in net profits.
- Created various handbooks for the Diocesan programs Diocesan Master Technology Plan, Preschool Handbook, Inland Catholic Schools League Handbooks, Curriculum Guidelines, Respect Whom God Has Made – A Diocesan Response to Bullying and Harassment.

Principal of St. James Catholic School in Perris, CA

August 2003 - June 2006

- Implemented spiritual elements, managerial components, and educational programs that benefited the school and parish community.
- Served the Office of Catholic Schools on the Executive Council (advisory board to the Superintendent).
- Worked with various parish community leaders to facilitate the healing process needed within the school community and balanced a negative budget.
- Lead the community in a successful Self-Study and accreditation visit.

Education

May 2003	Masters Degree – Catholic Educational Leadership	University of San Francisco, San Francisco, CA
May 1984	California Clear Teaching Credential	C S University, Fullerton, Fullerton, CA
May 1983	Bachelor of Science Degree - Child Development	C S University, Fullerton, Fullerton, CA
References		
Patricia Vessely	Superintendent of Catholic Schools – Diocese of San Bernardino	909-475-5437
Kathy Manulkin	Former Principal – La Purisima Catholic School	714-639-8686
Greg Dhuyvetter	Superintendent of Catholic Schools – Diocese of Orange	714-282-3056

CAREER HIGHLIGHTS:

- Athletic Director 7 years- Significant facility/program upgrades, growth, success- 18 League Titles
- Direct experience with operational side of Athletic Director position- budget, scheduling, business and community relationships, student issues and concerns
- College Men's Basketball Asst Coach/Assoc Head Coach- 6 years- recruiting with proven success rate, conditioning, academic coordinator, fundraising
- Bachelor and Masters Degrees
- Passion for the development and support of successful student-athlete experience
- Proven willingness to go above and beyond for the program, working many non-traditional hours including nights and weekends
- Varsity Boys Basketball Coach- 11 years- 6 League Titles
- High School Teacher- 5 years
- Milton Hershey School Houseparent 2 years-assistant basketball coach
- Record of integrity and leadership
- Strong interpersonal communication skills- in person, on the phone, in writing
- Special interest in taking programs where they are and creating stronger, successful, robust programs that are an integral part of their school and local community

COACHING EXPERIENCE

2009-2017

Varsity Boys Basketball Head Coach

Temecula Preparatory School, Winchester, CA

- In 2nd year as head coach- took sub .500 program prior to arrival to 20-5 season; 1st League title
 of any kind in school history
- 3 Consecutive League Titles
- CIF Playoff qualifier each year since arrival
- League Coach of the year 3 times
- Develop and coordinate youth summer basketball camp for youths ages 6-12
- Compliance- California Interscholastic Federation, League and School.
- Academics- Team GPA no less than 2.75 since heading program. Coordinate and oversee the team's academic well-being
- Coordinate team community service projects and awards ceremonies.
- Coordinate program fundraising and budgeting. Received most donations by any team in school history.
- Organize and plan practices and game strategies.

2005-2009

Varsity Boys Basketball Head Coach

Cornerstone Christian School, Wildomar, CA

- Took sub-500 program to 3 consecutive winning seasons, 1 undefeated league season and 2 league championships, and first ever "ranking" for any team in school history done within 4 years
- Majestic League Coach of the year
- Planned, organized, and managed all phases of the boys' basketball program including practices, contests, athlete development, lower division programs (JV and Frosh)
- Coordinated program fund raising and budgeting.
- Organized and planned practices and game strategies.
- Developed and coordinated youth summer basketball camp for youths ages 6-12
- Complied with California Interscholastic Federation and institution regulations.
- Team GPA no less than 2.75 since heading program.
- Coordinated the team's well-being in all aspects of Academia.
- Coordinated team community service projects and awards ceremonies.

2004-05

Associate Head Coach Men's Basketball, Palomar College

San Marcos, CA

- Implemented new offense for men's program, which led to a rise in ppg from the previous year by 12.1 ppg
- Developed and executed new fund raising program which increased program funding by 75%
- Was Recruiting director for Program. 82% success rate of recruits targeted without the assistance of scholarships.
- Academic Coordinator; coordinated the team's academic programs and players' academic progress.
- Developed and implemented new post-season conditioning and in-season weight programs.
- Sound knowledge base of NCAA and NAIA rules and regulations regarding player eligibility and transfers.
- Developed program newsletter for distribution to high school coaches in order to increase program visibility, public relations and recruiting benefits.
- Developed new community outreach programs with local youth groups (i.e. Boys and Girls Club of North San Diego County, Temecula Valley Youth Basketball Association)
- Practice planning, scouting, game preparation.

1999-2004

Assistant Coach, Men's Basketball, Palomar College

San Marcos, CA

- Coordinated and oversaw the team's academic programs and players' academic progress.
- Coordinate and oversaw recruiting of the Southwest Riverside County/North San Diego County area. 76% success rate of recruits targeted.
- On floor coaching, worked primarily with the guards.
- Practice planning, scouting, game and video exchange.
- Organized, planned and conducted Post-season conditioning programs.
- Assisted in all the day-to-day operations of the basketball program.
- Palomar League Champions 3 out of 6 years, qualifying for the California Junior College State
 Tournament 4 of the 6 years
- Worked with local business and community groups on public relations projects as well as fund raising for the program.

ADMINISTRATION EXPERIENCE

2017-Present

Director of Athletics

Saint Jeanne de Lestonnac Catholic School, Temecula, CA

- Creating athletic programs for the new high school's 2018-19 freshman and sophomore classes: girls volleyball, cross country, boys and girls basketball, track, and golf.
- Currently serving as middle school athletic director
- Manage all aspects of middle school sports operations for girls volleyball, boys and girls basketball, flag football, golf, and track and field.
- Created 2 new programs- boys/girls cross country and girls softball
- Created new athletics facility on campus to allow for girls softball to have a home field
- Secured all-school apparel partnership with Under Armour
- Coached middle school boys basketball and achieved 1st league title

2011-2017

Director of Athletics and Activities

Temecula Preparatory School, Winchester, CA

- 18 League Championships
- Created new athletic programs: 11-man football, middle-school cross country, K-6 golf enrichment, and K-5 tennis.
- New summer workout regimen for high school athletic programs.
- Manage all dimensions of athletic programs including but not limited to- practices, contests, athlete development, lower division programs, scheduling, game-day management.
- Initiated the formation of a new league that would better serve our school community.
- Compliance-California Interscholastic Federation, League and School.
- Program expansion- Varsity only programs expanded to F/S, JV and Varsity program in 2 years
- New and improved gymnasium- new floor, new bleachers, team seating, student fan seating section
- Athletic Field Upgrades- sod, ground improvements, installation of new scoreboard
- Student fan section "Blue Crew" creates camaraderie amongst all students and studentathletes
- House system- "Harry Potter"-like house system to unite all students with fun activities in a friendly competitive environment. All students are included- helps bring together all students as it is a commuter school.
- Dodgeball league- "Friday Night Lights" before the football program was created, now being played in the spring. Houses compete for the bragging rights to the championship, coming together to cheer each other on.

2009-10

Social Science Teacher

Temecula Preparatory School, Winchester, CA

- Taught "Classical" curriculum at public charter school
- Created curriculum for new class offering, Moral Philosophy
- Taught Social Science classes to all high school grade levels
- Taught AP US History and US History

2005-2009

Social Science Teacher

Cornerstone Christian School, Wildomar, CA

- Taught Social Science classes to grades 6-12
- Created curriculum for new class: Personal Development (a life skills class)

EDUCATION

MA. Education- University of Phoenix

B.A. Social Science- California State University, San Marcos

April 13, 2018

Attn: CIF Southern Section

Re: Coaching Staff names and qualifications

The requested information is still to be determined. Once we have final names and qualifications we will provide CIF with that information.

Respectfully,

JJ Santa Cruz

Athletic Director, Saint Jeanne de Lestonnac Catholic School











Private School Affidavit Confirmation 2017-18

(covers the period October 1, 2017 through September 30, 2018)

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

Form Submitted:	10/17/2017 1:17:31 PM
Confirmation:	228144
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From Education Code Section 48222: This is "	Yes
a private full-timeschool[that]offer[s]	
instruction in the several branches of study	
required to be taught in public schools of the	
state,[that offers this] instructionin English [,	
and that keeps]attendance [records]" *	

School Information

1. Name of School	Saint Jeanne de Lestonnac
2. CDE-assigned 14 digit CDS code if one was previously assigned	29664474
3. County in which school is located	Riverside
Public school district in which school is located	Temecula Valley Unified
5. Street Address (P.O. Box is not acceptable	32650 Avenida Lestonnac

5B9

6. City	Temecula, CA 92592 -
7. School Telephone Number	951-587-2505
8. Optional School Fax Number	951-587-2515
9. School E-mail Address	kmora@sjdls.com
10. Optional School E-mail Address	
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: 9
18. High School Diploma Offered	No
19. Classification of school	Religious (Code:CATH)

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: 15	
25. Specify the enrollment counts by grade on or around the date the affidavit is filed. *	Grade Number of Pupils Kindergarten 42	

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

2/6

(NOTE: Do not report pre-school enrollment;	First Grade	43
pre-schools that do not offer kindergarten should not file this PSA.)	Second Grade	49
	Third Grade	44
	Fourth Grade	52
	Fifth Grade	51
	Sixth Grade	52
	Seventh Grade	44
	Eighth Grade	44
	Ninth Grade	40
	Tenth Grade	0
	Eleventh Grade	0
	Twelfth Grade	0
	Ungraded Elementary	0
	Ungraded Secondary	0
	Total Enrollment	461
26. Number of Twelfth Grade Graduates in 2016-2017 School Year	0	
27. Number of School Staff	Staff Type Nun	umber of Staff
	Full-time Teachers	29
	Part-time Teachers	1
	Administrators	3
	Other Staff	12
	"Other Staff" includes ins	nstructional aides, therapists, secretaries, etc.

Administrative Staff

28. Site Administrator	Mrs. Kristen Mora	
29. Site Administrator Title	Principal	
30. Site Administrator E-mail Address	kmora@sjdls.com	
31. Director or Principal Officer Name	Mrs. Kristen Mora	
32. Director or Principal Officer Position	Principal	
33. Director or Principal Officer Address	32650 Avenida Lestonnac	
34. Director or Principal Officer City	Temecula, CA 92592 -	
35. Director or Principal Officer E-mail Address	kmora@sjdls.com	

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

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. Kristen Mora
37. Address (Location of Records)	32650 Avenida Lestonnac
38. City	Temecula, CA 92592 -
39. E-mail Address	kmora@sjdls.com

Tax Status of School

- 40. Tax-exempt, nonprofit status under Section 501(c)(3) of the 1954 U.S. Internal Revenue Code YES
- 41. Tax-exempt, nonprofit status under Section 23701d of the California Revenue and Taxation Code 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 <u>EC Section 33190</u>).
- 49.YES Private school authorities are responsible for initiating contact with the appropriate local authorities (city and/or county) regarding compliance with ordinances governing health, safety and fire standards, business licensing, and zoning requirements applicable to private schools.
- 50.YES When a school ceases operation, every effort should be made to give a copy of pupils' permanent records to parents or guardians. If records cannot be given to the parents or guardians, it is recommended that the school's custodian of records **retain the records permanently** so that former pupils may obtain copies when needed for future education, employment, or other purposes.

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

- 51.YES Retain a copy of this document for a period of three years.
- 52.YES Filing a Private School Affidavit is not equivalent to obtaining accreditation. A Private School Affidavit does not signify that any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or courses offered by the school.
- 53.YES A private school shall not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to EC Section 44237. This school is in compliance with <u>EC Section 44237</u> to the extent that it applies.
- 54.YES The students enrolled in this private school and included in the school's enrollment total are full-time students in this school and are not enrolled in any other public or private elementary or secondary school on a full-time basis.

Electronic Signature

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

Name of owner or other head of school	Kristen Mora
Title	Principal
Telephone Number	951-587-2505
Electronic Signature - Birth Month	***** Not displayed for security purposes
Electronic Signature - Birthday	***** Not displayed for security purposes
Electronic Signature - Question	What is your favorite color?
Electronic Signature - Answer	***** Not displayed for security purposes

Form Submitted:	10/17/2017 1:17:31 PM
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Confirmation message sent to kmora@sjdls.com.

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Confirmation message sent (CC) to kmora@sjdls.com.

Return to the Private School Affidavit information page

Questions: Private Schools Office

California Department of Education 1430 N Street Sacramento, CA 95814

Web Policy

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

Are you ready to be a part of Mustang Nation?



Welcome Night for Incoming 2018-2019 High School Students

We can't hold back the excitement any longer. This is an evening designed for incoming students and their parents. You will meet teachers, begin to select classes, sign-up for fall sports, get sized for your blazer/jacket, and share the excitement with others who are joining the Mustang Nation. Don't miss this opportunity to dive into this amazing adventure! See you Monday night!

Monday, April 16th 6:30 – 7:30 p.m.

Theater Lobby Commons @ Saint Jeanne de Lestonnac School, 32650 Avenida Lestonnac - Temecula, CA 92692 Call or Email Mrs. Zaleski with regrets only.

Saint Jeanne de Lestonnac Catholic High School 2018 - 2019 COURSE CATALOG

General Information

Integral Student Outcomes
Curriculum Overview
Graduation Requirements
Advanced Placement Information
College Preparatory Program of Studies
Schedules and Course Changes
University of California/California State University A-G Subject Requirements
Grading Information
Scholar Athlete Information

Course Descriptions

Courses are listed by Department
Theology and Religious Studies Department
English Department
Social Studies Department
Mathematics Department
Science Department
Project Lead the Way Pathways
World Languages Department
Performing Arts Department
Visual Arts Department
Kinesiology Department
Leadership Studies Department
Career and Technical Education

The courses listed in this catalog are subject to change. Only Freshman and Sophomore offering are currently listed. Course progression charts are given to indicate future course offerings. Course availability is based on student interest and enrollment. All the coursework listed within this catalog will be submitted for UC approval from the College Board. Notification will be given when coursework receives approval from the College Board.

Integral Student Outcomes

The scholars of Saint Jeanne de Lestonnac Catholic High School live the values and traditions of the Catholic Church through the three tenets of the charism of the Company of Mary, Our Lady. The scholars strive for and exemplify the following qualities:

Fulfill Your Name:

- Identify as sons and daughters of Our Lady by living out the teachings of Jesus and modeling Mary's "yes" to God's plan for their own lives.
- Practice the beliefs and traditions of the Catholic faith to which they were called in Baptism.
- Contribute to the scholastic tradition of the Catholic Church as passionate learners who demonstrate their skill and competence in a variety of disciplines.
- Are innovative thinkers who integrate knowledge and critical thinking.

Extend Your Hand:

- Are global citizens who learn to respect the uniqueness of all people, aware that each is created in God's image.
- > Spread the Kingdom of God by reaching out to those in need through prayer and actions.
- Demonstrate empathy for others

Maintain the Flame:

- Acknowledge the Gifts of the Holy Spirit in their lives and ignite these virtues to strengthen their moral compass.
- Work to the best of their ability, developing academic, artistic, physical, and social talents that enrich the whole person.
- Seek God in all things.
- Live an integrated life that balances spiritual, intellectual, physical and emotional aspects.

Curriculum Overview

The curriculum at Saint Jeanne de Lestonnac Catholic High School was developed with our scholars in mind. The goal was to create a course of study that prepared scholars to develop and utilize their emerging gifts and talents while engaging with others for the benefit of others. Saint Jeanne de Lestonnac Catholic High School's takes it roots in a pedagogy known for international success for over 400 years.

Humanities-focused

Humanities is the cornerstone of the Saint Jeanne de Lestonnac Catholic High School curriculum. This does not mean that one simply emphasizes Science and Technology or the Arts and Literature. Our approach is that a sound education must be balanced with each area providing insight into the human experience. Education ultimately is at the service of humanity and we want our scholars to become leaders who make a difference in our world no matter what career path they choose.

Sustained Inquiry Learning (SIL)

SIL is a learning methodology that requires students to take significant responsibility for their own learning. It is academically rigorous requiring students to ask complex questions, develop strategies for research/investigation, evaluate and analyze information, and arrive at conclusions based on evidence. Depending on the project, scholars may need to engage experts in the field and report their findings to an audience of teachers, parents, and industry leaders within the local community. The process itself and what is learned throughout have real-world application and prepare scholars for today's workplace.

Service Oriented

Scholars will be required to do service hours on an individual basis and work collaboratively as a team. The program is designed to empower our scholars to make a difference. They will grow in faith and maturity, learn the importance of living in solidarity with the poor and marginalized and develop a greater sense of community. Service projects will focus on local needs combined with opportunities abroad as part of the Company of Mary worldwide network.

Dual and Concurrent Enrollment Opportunities Saint Jeanne de Lestonnac Catholic High School is partnering with local institutes of higher education to develop opportunities where Saint Jeanne's juniors and seniors can take coursework that allows for college and high school credit.

Online and Blended Instruction This form of instruction will permit students greater flexibility and options in personalizing his or her educational goals.

Graduation Requirements

The mission of Saint Jeanne de Lestonnac Catholic High School is to prepare youth and young adults in faith who are leaders at the service of others. We strive to educate the whole person through a program marked by academic rigor in an environment that fosters the responsible exercise of personal liberty, a sense of the wider community and active compassion for others.

Religious Studies 8 semesters

English 8 semesters

Fine Arts 2 semesters (must be in the same discipline)

Mathematics 6 semesters
PE 2 semesters
Health 1 semester
Science 6 semesters

Social Science 6 semesters

Languages 4 semesters (must be in the same language)

Elective courses 6 semesters

Community service 80 hours to be completed by grade twelve. Possible breakdowns in

each year as follows:

-9th grade 16 hours

-10th grade 16 hours

-11th grade 24 hours

-12th grade 24 hours

Seniors will also be required to successfully complete a Senior Exit Interview, and a Senior thesis comprised of an ethics component and subject matter based on student interest.

Advanced Placement Courses

In order to meet the needs of our scholars, Saint Jeanne de Lestonnac Catholic High School will offer Advanced Placement (AP) courses based on student interest. Offerings could include coursework in the Arts, English, Foreign Language, Math, Music, Science, and Social Studies departments that will prepare scholars for the College Board Advanced Placement Examinations. As AP courses are offered, scholars must meet prerequisites and be recommended for these courses by their Arts, English, Foreign Language, Math, Music, Science, or Social Studies teachers, must pass the appropriate placement exams, and must have the approval of the respective Department Chair.

All scholars in Advanced Placement Courses (AP) are required to take the AP Exam in that subject and must pay the fee (approximately \$110.00* per exam) by mid-December. AP Fees will be paid through your FACTS account. You will receive a notification from FACTS via email in late October. *Fee is subject to change by the College Board.

A student who earns a 3, 4, or 5 on the AP Exam *may* receive credit and/or placement towards his/her B.S/B.A. degree depending on the requirements established by the college/university of choice.

College Prep Program of Studies

The following chart is *an example* of the course of study followed by our scholars to complete the Saint Jeanne de Lestonnac Catholic High School graduation requirements. Counseling personnel will work with scholars to create schedules based on course offerings that best meet the scholars' needs and interests. Please refer to course description and prerequisites for all course requirements.

	Freshman Year	Sophomore Year	Junior Year	Senior Year
1	No Block or	No Block or	No Block or	No Block or
	Elective (optional)	Elective (optional)	Elective (optional)	Elective (optional)
2	Religious Studies	Religious Studies	Religious Studies	Religious Studies
3	English	English	English	English
4	Mathematics	Mathematics	Mathematics	Social Studies
5	Science	Science	Science	Elective
6	World Languages	World Languages	Social Studies	Elective
7	Visual or	Social Studies	Elective	Elective
	Performing Arts			
8	Physical	Elective	Elective	No Block or
	Education			Elective

Schedules and Course Changes

Class choices and course alternates should be made with careful consideration since these choices are considered final. Classes without a minimum enrollment will be dropped from the schedule and a scholar will be placed in his/her alternate choice. The Administration and academic counselors reserve the right to make schedule changes when necessary.

A scholar/parent initiated change may occur ONLY THROUGH THE SECOND WEEK of the semester provided the scholar is able to adapt to the new course. Schedule changes are not made due to a preference for a certain teacher. Changes made at semester for a year-long class are rare and occur only under special circumstances. It is the responsibility of the parent and scholar, in consultation with the academic counselor, to plan a program that will meet graduation requirements and the requirements of the post-graduation/career program of their choice.

California State University and University of California Requirements

CALIFORNIA STATE UNIVERSITY (CSU) REQUIREMENTS

- 4 years English
- 3 years Math (Algebra I & II, Geometry; 4 years recommended)
- 2 years History/Social Science
- 2 years World Language (same)
- 2 years Laboratory Science
- 1 year Visual or Performing Arts
- 1 year College Preparatory Elective

UNIVERSITY OF CALIFORNIA (UC) REQUIREMENTS

- 4 years English
- 3 years Math (Algebra I & II, Geometry; 4 years recommended)
- 2 years History/Social Science
- 2 years World Language (3 years recommended)
- 2 years Laboratory Science (3 years recommended)
- 1 year Visual or Performing Arts
- 1 year College Preparatory Elective

NOTE: UNIVERSITY OF CALIFORNIA, CALIFORNIA STATE UNIVERSITIES, AND MOST 4-YEAR COLLEGES ACCEPT ONLY GRADES OF C OR BETTER.

Grading Information

Cumulative grade point averages (GPA) will be reported both weighted and un-weighted to colleges and universities. Scholars will be evaluated on a semester system. Progress reports will be issued at the mid-point of each semester.

Grade	Percentage	Weight for	Weight for	Weight for AP
		College Prep	Honors Course	Courses
Α	93 – 100	4.0	4.5	5.0
A-	90 – 92	3.7	4.25	4.67
B+	87 – 89	3.3	3.75	4.34
В	83 – 86	3.0	3.5	4.0
B-	80 – 82	2.7	3.25	3.67
C+	77 – 79	2.3	3.0	3.34
С	73 – 76	2.0	2.5	3.0
C-	70 – 72	1.7	2.25	2.67
D+	66 – 69	1.3	0	0
D	62 – 66	1.0	0	0
D-	60 – 61	0.7	0	0
F	59 and Below	0.0	0	0

Scholar Athlete Information

Saint Jeanne de Lestonnac Catholic High School is a member of the Southern Section of CIF, South Valley Division. Scholars must meet the qualifications of CIF and the high school to participate as a scholar athlete. Physicians reports and physicals must be submitted no later than one week prior to the training (pre-season) of the sport.

Theology and Religious Studies Department

EIGHT SEMESTERS REQUIRED FOR GRADUATION

Saint Jeanne de Lestonnac Catholic High School implements the "Doctrinal Elements of a Curriculum Framework for High Schools," which was developed by the Committee on Evangelization and Catechesis of the United State Conference of Catholic Bishops. Students are required to take and participate in the Religion courses offered at Saint Jeanne de Lestonnac Catholic High School.

The Theology and Religious Studies program balances information and formation, theology and spirituality, theory and practice. There is no attempt to convert non-Catholic students as all faith traditions are respected. The Religion department integrates the service components and Campus Ministry programs into the curriculum.

REVELATION OF JESUS CHRIST IN SCRIPTURE

Fall Semester Grade 9

The purpose of this course is to give scholars a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course, they will learn about the Bible, God's revelation and the history of our salvation, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The scholars will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

WHO IS JESUS CHRIST?

Spring Semester Grade 9

This course will introduce scholars to the mystery of the Trinity focusing on each person of the Blessed Trinity. There is particular emphasis on Jesus as the second person of the Trinity. In this course scholars will understand that Jesus Christ is God's ultimate Revelation to us. In learning about who He is, the students will also learn who Jesus calls them to be.

THE MISSION OF JESUS CHRIST (The Paschal Mystery)

Fall Semester Grade 10

This course is designed to help scholars understand all that God has done for us through his Son, Jesus Christ. Scholars will learn that for all eternity, God has planned for us to share eternal happiness with Him which is accomplished through the redemption Christ won for us. Scholars

will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

JESUS CHRIST'S MISSION CONTINUES IN THE CHURCH

Spring Semester Grade 10

This course is designed to help scholars understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that Christ founded the Church through the Apostles and is sustained by Him through the Holy Spirit. Scholars will learn that the Church is the living Body of Christ today. This Body has both divine and human elements. Scholars will learn about the sacred nature of the Church.

English Department

EIGHT SEMESTERS REQUIRED FOR GRADUATION

HONORS ENGLISH COURSE POLICIES

The Honors English program at Saint Jeanne de Lestonnac Catholic High School is composed of rigorous coursework demanding significantly more time and effort than the grade-level English classes. Therefore, it is important to understand the demands and the responsibilities of the program.

ADMISSION

Any student, who receives an "A" both semesters in 8th grade English classes, has a cumulative 3.5 GPA, receives a score of at least 6 on the HSPT writing assessment, and is in the 90th percentile on the HSPT for ELA earns admission to the Honors program. The expectations of the program are explained to all prospective scholars. Scholars and parents will be required to sign a contract stating the class expectations prior to acceptance into the program.

HONORS SUMMER ASSIGNMENT

All Honors scholars must complete the summer reading assignment of two to three (2-3) works of literature, satisfactorily complete the written summer assignment, and pass an exam on the literature given the first week of school.

GRADE POINT REQUIREMENTS

To advance in the Honors English program, the scholar must maintain a minimum grade of "B" both semesters in the Honors course. Failure to maintain the minimum means that the scholar will be placed in the regular college preparatory English class for the following school year.

English Courses

ENGLISH I - Literary Forms and Composition

Year Course Grade 9

This one-year course is an introduction to a variety of literary genres including the short story, poetry, drama, the novel, and mythology. Grammar is taught both formally and within the context of writing. Vocabulary includes the study of root word meanings, synonyms, antonyms, analogies, and usage. Words for this study come from vocabulary texts and the literature. Writing instruction stresses the paragraph and the five-paragraph essay form. Creative writing is also taught and practiced.

HONORS ENGLISH I

Year Course Grade 9
Prerequisites listed above

This is a rigorous study course for those meeting the requirements. It is a one-year course in advanced literature including mythology, drama, poetry, the short story, and the novel. Writing instruction stresses critical and analytical thinking. A variety of rhetorical modes are taught and practiced. Vocabulary includes the study of classical Greek and Latin roots, synonyms, antonyms, analogies, and usage in preparation for standardized tests. This class serves as a foundational course for higher level English classes and Advanced Placement selections. Proficiency in grammar, reading comprehension, analytical thinking, and writing are vital. Participation in this class does not guarantee acceptance into Honors English II.

Parents and student are required to sign a contract indicating an understanding that the course requires significantly more time and is significantly more challenging that the college prep course. Students must carefully complete the summer reading assignment and pass an exam on the summer reading.

NOTE: Students in Honors English must maintain a "B" in both semesters and a cumulative G.P.A. of 3.5 in order to be eligible for honors English the following year.

ENGLISH II – World Literature

Year course Grade 10

This course acquaints the student with the genres and techniques of the literature, including works of romantic and modern eras. Vocabulary includes the study of synonyms, antonyms, analogies, and usage in preparation for standardized tests. Grammar continues to be taught both formally and in the context of writing. Composition stresses a variety of rhetorical modes and encourages critical and analytical thinking. The research process and documentation styles are also taught.

ENGLISH II - Honors World Literature

Year course Grade 10

Prerequisites: Overall GPA of 3.5, "A" in both semesters of college prep English I, a score of at least 80% on the departmental writing assessment, and a passing score on the Honors Qualifying test or at least a "B" in both semesters of Honors English I, and approval of the Honors course instructor.

This course provides an in-depth study of literature, focusing on 19th Century and present time novels, romantic poetry, and short story selections of world literature, and continues the development of the skills of close reading, critical thinking, literary analysis, writing about literature, essay writing, grammatical accuracy in writing, vocabulary development, and communication skills. It continues to provide the foundation for much of the literature to be

studied in the junior and senior years. The course approaches literary works with scholarly criticism and attention to detail. Proficiency in grammar, reading comprehension, analytical thinking, and writing are vital.

Parents and student are required to sign a contract indicating an understanding that the course requires significantly more time and is significantly more challenging that the college prep course. Students must carefully complete the summer reading assignment and pass an exam on the summer reading.

NOTE: Students in Honors English must maintain a "B" in both semesters and a cumulative G.P.A. of 3.5 in order to be eligible for honors or AP English the following year.

SOCIAL STUDIES DEPARTMENT

SIX SEMESTERS REQUIRED FOR GRADUATION

CULTURAL GEOGRAPHY MODEL UNITED NATIONS (MUN) HONORS

Year Course Grade 9

Prerequisite: A minimum standard score of 80% on HSPT and teacher recommendation.

This course for academically talented freshmen combines the study of physical and cultural environments with the hands-on work of representing nations at Model United Nations conferences. Here the student will develop an understanding of current world problems and the research, speaking, writing and thinking skills needed to represent a nation effectively in interscholastic competitions.

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY

Year Course Grade 9, 10

Prerequisite: A minimum standard score of 80% on the HSPT and teacher recommendation.

This is an Advanced Placement course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Material is organized by different themes rather than regions. Themes include population, cultural and political patterns, agriculture and industrialization. A case-study approach is utilized to explore the impact of different phenomena and events on human development. Students will become familiar with the tools geographers use to analyze human social organization in relation to the environment and its impact to the earth. Student enrolled in this class are required to take the AP exam in May.

WORLD HISTORY

Year Course Grade 10

In this course students examine major turning points in the shaping of the modern world from the eighteenth century to the present. The focus of this study is on the expansion of the West, the development and impact of nationalism in the contemporary world, and the growing interdependence of people and cultures throughout the earth. Each unit examines the relationships between historical, geographic, political, technical, economic, social, and cultural developments of the time and their impact on the present.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY

Year Course Grade 10, 11, 12

Prerequisite: Students must be able to read college-level textbooks and material and write grammatically correct, complete sentences.

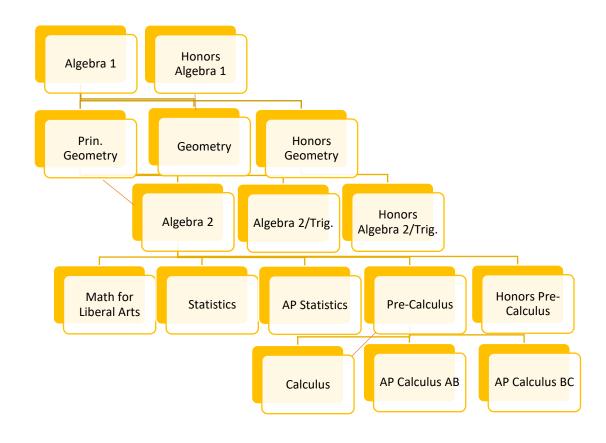
This is an Advanced Placement course that focuses on developing students' understandings of European History from approximately 1450 to the present day. Students will investigate significant events, individuals, developments, and processes in four-historical periods. The course also provides five themes – interaction of Europe in the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society – as students explore the interactions between civilizations and culture. Critical thinking and advance problem-solving methods used by historians will be taught as students explore historical developments in different times and places.

MATHEMATICS DEPARTMENT

SIX SEMESTERS REQUIRED FOR GRADUATION

Recommended Mathematics Pathways -

These are the projected courses to be offered as Saint Jeanne de Lestonnac Catholic High School grows. The offerings are subject to change based on student needs and interest.



All Mathematics courses are one year in length. All students must meet the prerequisites for each succeeding mathematics course before enrollment will receive final approval. These prerequisites are explained in each course description below. Note that summer session grades do not fulfill the prerequisites for any course. Summer session grades may only be used to remediate a D or F grade for transcript and/or graduation purposes – enrollment in these types of courses are considered recovery coursework.

Any current Saint Jeanne de Lestonnac Catholic High School scholar who does not meet the prerequisites for a particular course may challenge next year's math placement by successfully completing an online course administered through the Math Department. Note that this course is independent from any summer session recovery course. The student must notify the Math Department Chair and their Academic Counselor of his/her intent to complete the online

course and register prior to the end of the school year. The student must complete and pass the online course by the end of summer session (typically the end of July) and he/she will not be enrolled in the desired course until the online course is completed. NOTE: A fee is required to take the online course.

To be eligible for an advanced class, the scholar must have at least an 85% in each semester of the prerequisite class.

ALGEBRA I

Year Course Grades 9

This course provides a general introduction to the essentials of algebra. Content includes variables, expressions, properties, working with rational and irrational numbers, and solving equations and inequalities. Polynomials, graphing, and factoring are presented, with focus on applications where appropriate. In addition, this course will help scholars realize the need to Algebra in non-academic stetting and will lead to a familiarity with the real number system by applying the various manipulative skills taught. A scientific calculator will be need through this course.

HONORS ALGEBRA I

Year Course Grade 9

Prerequisites: Minimum of 85% on HSPT and approval of department chair. Successful completion of the Honors Algebra I Summer Assignment.

This course replicates the course content of Algebra I but concepts are studied in greater depth and at an accelerated pace in possible preparation for the Honors Geometry course and subsequent Honors programs. There is greater emphasis on word problems, quadratic equations, and other polynomial functions. A scientific calculator will be need through this course.

PRINCIPLES OF GEOMETRY

Year course Grades 9, 10

Prerequisites: Algebra I, or Honors Algebra I.

The course content will vary slightly from the regular Geometry course and will not have a strong emphasis on proofs. Concepts will be developed intuitively through hands-on explorations and students will have opportunities to apply concepts to real-world situations. A scientific calculator is required.

GEOMETRY

Year Course Grades 9, 10

Prerequisites: Successful completion of Algebra I. Incoming freshmen who score at least 75% on the Algebra I final will be invited to this class. A grade of D in Algebra I should be remediated before taking Geometry.

This course leads to an understanding of the relationship among points, lines, and planes. Plane figures such as triangles, parallelograms, circles, and general polygons will be explored. Area and volume formulas of three-dimensional figures will be developed. Coordinate geometry will be introduced. Students will develop an understanding of the nature of proofs and will gain experience in writing two-column proofs.

HONORS GEOMETRY

Year Course Grades 9, 10, 11

Prerequisites: A or B in Honors Algebra I or A in Algebra I and teacher approval. Incoming freshmen are admitted to this course if they score an 85% on the HSPT and the Algebra I final.

This course replicates the content of Geometry, but concepts are studied in greater depth at an accelerated pace, with a greater emphasis on geometric proofs, triangle trigonometry and constructions. Reflections and other transformations will be studied, as well as a thorough review of the fundamental concepts of Algebra I, including properties, absolute value, inequalities, factoring, and solving systems of equations.

ALGEBRA II

Year Course Grades 9, 10, 11, 12

Prerequisites: C or higher in Algebra I, C or higher in Geometry, and/or teacher approval. A grade of D in Algebra I must be remediated before taking Algebra II.

This college prep course continues the study of concepts introduced in Algebra I. Topics of study include linear and quadratic equations, functions, conic sections, and properties of rational and irrational numbers. Graphing calculators are used to enhance understanding of algebraic concepts.

HONORS ALGEBRA II

Year Course Grades 9, 10, 11

Prerequisites: A in Algebra I and Geometry, or B in Honors Algebra I and Honors Geometry.

This course replicates the course content of Algebra II but concepts are studied in greater depth. Topics include polynomial, radical, rational, exponential, and logarithmic functions, as well as linear and quadratic equations, matrices, and conic sections. Concepts are presented using multiple representations. Graphing calculators are used to enhance understanding of algebraic concepts.

SCIENCE DEPARTMENT

SIX SEMESTERS REQUIRED FOR GRADUATION

Science Pathways

Saint Jeanne de Lestonnac Science Department offers a wide variety of courses to suit each scholar's needs and college and career goals. Courses offered are those found in a traditional secondary educational setting with the addition of Project Lead the Way Pathways. In order to help scholars navigate our courses, the Science Department has devised the following sample pathways. Each includes at least one Life Science and at least one Physical Science. Please note that these are *only samples* and there are several other options to fit the unique needs of each scholar. Always consult your Academic Counselor when planning a course of study.

	Freshman Year	Sophomore Year	Junior Year	Senior Year
Designed for students seeking admission to a competitive 4-yr. university	Biology or Honors Biology	Chemistry or Honors Chemistry	Physics or AP Physics or AP Biology	Elective (to be determined by scholar interest)
Designed for students with an interest in engineering	Introduction to Computer Science	AP Computer Science Principles	Introduction to Engineering Design and Principles of Engineering	Choices from the PLTW Engineering Pathway
Designed for students with an interest in computer science	Introduction to Computer Science	AP Computer Science Principles	AP Computer Science A	Cybersecurity
Designed for students with an interest in the medical field	Biology or Honors Biology	Chemistry or Honors Chemistry	Physics or AP Physics or AP Biology	Principles of Biomedical Science

BIOLOGY

Year Course Grades 9, 10

Co-requisite: concurrent enrollment in Algebra I or higher

Through class instruction and laboratory inquiries, the biology student is introduced to the following areas of study: the nature of living things, the continuity of life, microbiology, biology

of plants and animals, genetics, evolution, bioethics, human biology, and ecology. The scholar develops the ability to use scientific procedures in the lab, to collect and analyze data, and to draw conclusions from results obtained.

HONORS BIOLOGY

Year Course Grades 9, 10

Co-requisite: Concurrent enrollment in Honors Algebra I or higher

Biology is a course surveying the principal biological concepts of the chemistry of life, cells, genetics, evolution, plants, animals, and ecology. Emphasis will be placed upon understanding the process of science, the interrelatedness of science, technology, and society in biology. The honors course will require skills in both inquiry and analytical thinking.

PHYSICAL SCIENCE

Year Course Grades 9, 10

This is an introductory physical science course dealing with important concepts of earth systems including earth formation, composition, and dynamics, and concepts of both physics and chemistry with minimal math required. The concepts of matter and energy are studied with reference to topics such as wave motion and atomic structure. Further topics include astronomy, geology, oceanography, and weather. Particular emphasis is placed on problem solving through laboratory investigations.

CHEMISTRY

Year Course Grades 10, 11, 12

Prerequisites: Successful completion of Biology and Algebra I (>72%)

The student is introduced to chemistry through the study of matter and energy and continues with elements and compounds and different types of reactions. The Mole concept, atomic structure, and different forms of bonding are studied. Further topics include kinetic theory, acids and bases, and equilibrium systems. Problem-solving and laboratory techniques are stressed.

HONORS CHEMISTRY

Year Course Grades 10, 11, 12

Prerequisites: Minimum 3.8 GPA, B in Honors Biology and Honors Math (Algebra I or higher) or A's in Biology and Math.

The topics studied are similar to those studied in the regular Chemistry course but in greater depth and at an accelerated. The course will be more mathematically oriented than the regular class, and problem solving will be emphasized. Practical examples and uses of chemistry will be stressed. Lab work is a strong element in this class.

ADVANCED PLACEMENT (AP) BIOLOGY

Year Course Grades 10, 11, 12

Prerequisites: Minimum 4.0 GPA, B or higher in Honors Biology and Honors Math or A in Biology and Math

This is a college level biology course. In addition to a thorough study of a college biology text, students will write several brief papers summarizing scientific articles, conduct numerous laboratory experiments, and prepare written laboratory reports. The course follows the four 'big ideas' of science: evolution; cellular processes (energy and communication); genetics and information transfer; and species interactions. The material taught and its sequence reflects the course outline suggested by the authors of the Advanced Placement Biology exam. Students are required to take the AP Biology exam in May. The College Board charges a fee for this exam.

PROJECT LEAD THE WAY PATHWAYS

COMPUTER SCIENCE PATHWAY

Implementation to begin in fall 2018 – Course descriptions are taken directly from the Project Lead the Way website. Teachers will be trained through Project Lead the Way.

INTRODUCTION TO COMPUTER SCIENCE

Year Course Grades 9, 10

Designed to be the first computer science course for scholars who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

Year Course Grades 10, 11, 12

Prerequisite: Completion of Algebra II

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as

an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A

Year Course Grades 11, 12

Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course.

CYBERSECURITY

Year Course Grades 11, 12

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. Cybersecurity will be available fall 2018.

ENGINEERING PATHWAY

Implementation to begin in fall 2019 – Coursework listed below is provided to give scholars a preview of the pathway. Courses are added based on scholar interest and feasibility. Brief descriptions are provided by Project Lead the Way and not meant to be the complete course description. Teachers will be trained through Project Lead the Way.

Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

Principles of Engineering

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.

Civil Engineering and Architecture

Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building.

Computer Integrated Manufacturing

Students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems.

Computer Science Principles (Part of the Computer Science Pathway)

Using Python® as a primary tool, students develop computational-thinking skills and tackle challenges like designing apps to solve real-world problems for clients.

Digital Electronics

Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

Environmental Sustainability

Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy.

Engineering Design and Development

Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

BIOMEDICAL PATHWAY

Implementation to begin in fall 2020 - Coursework listed below is provided to give scholars a preview of the pathway. Courses are added based on scholar interest and feasibility. Brief descriptions are provided by Project Lead the Way and not meant to be the complete course description. Teachers will be trained through Project Lead the Way.

Principles of Biomedical Science

By engaging in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person.

Human Body Systems

Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.

Medical Interventions

Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

Biomedical Innovation

Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.

WORLD LANGUAGES DEPARTMENT

FOUR SEMESTERS IN THE SAME LANGUAGE REQUIRED FOR GRADUATION

SPANISH I

Year Course Grades 9, 10, 11

This course introduces elementary grammar principles and basic vocabulary. Emphasis is placed on the development of reading, writing, listening, and speaking skills. This course also presents an introduction to the culture of Spanish-speaking countries.

SPANISH II

Year course Grades 9, 10, 11, 12

Prerequisite: Successful completion of Spanish I. Incoming Freshman must earn 80% or better on challenge exam.

This course is a continuation of the study of basic grammar principles and vocabulary. Increased emphasis will be placed on the development of communicative competence in both the spoken and written language. Study of the culture of Spanish-speaking countries will continue.

SPANISH III

Year Course Grades 10, 11, 12

Prerequisites: C+ in Spanish II, passing grade on second semester exam, and teacher recommendation

Spanish III is a review of all basic grammar principles and an introduction to more sophisticated structures. This course continues the development of oral and written communication skills. A thematic approach to the Spanish and Latin American cultures is included.

HONORS SPANISH III

Year Course Grades 10, 11, 12

Prerequisite: A in Spanish II or teacher recommendation

Students meeting all eligibility requirements receive an invitation to join this class. Honors Spanish III is an intense academic course which continues the study of advanced Spanish grammar while developing increased student mastery of the spoken language. This class emphasizes reading, discussion, and critical analysis of Spanish literary works. Students will write original compositions. The history and civilization of Latin America form the basis of cultural study.

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE

Year Course Grades 10, 11, 12

Prerequisite: Successful completion of Spanish II with a B grade or better and teacher recommendation.

This is a rigorous Advanced Placement course covering Spanish Language and Culture. When communicating (spoken, written, and in-print) students in this course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics, make comparisons between the native language and the target language and between cultures, and use the target language in real-life settings.

FRENCH I

Year Course Grades 9, 10, 11

This course introduces elementary grammar principles and basic vocabulary. Emphasis is placed on the development of reading, writing, listening, and speaking skills. This course also presents an introduction of the culture of French-speaking communities.

FRENCH II

Year Course Grades 9, 10, 11, 12

Prerequisite: Successful completion of French I. Incoming Freshman must earn 80% or better on challenge exam.

This course is a continuation of the study of grammar principles and vocabulary. Increased emphasis will be placed on the development of communicative competence in both the spoken and written language with a continued study of the culture of French-speaking communities.

FRENCH III

Year Course Grades 10, 11, 12

French III is a review of all basic grammar principles and an introduction to more sophisticated structures. This course continues the development of oral and written communication skills. A thematic approach to the French cultures and French-speaking countries is included.

HONORS FRENCH III

Year Course Grades 10, 11, 12

Prerequisite: A in French II or teacher recommendation

Students meeting all eligibility requirements receive an invitation to join this class. Honors French III is an intense academic course which continues the study of advanced French grammar while developing increased student mastery of the spoken language. This class emphasizes reading, discussion, and critical analysis of French literary works. Students will write original compositions. A thematic approach in French culture is included.

PERFORMING ARTS DEPARTMENT

TWO SEMESTERS IN THE SAME DISCIPLINE REQUIRED FOR GRADUATION (CAN BE TAKEN IN PERFORMING OR VISUAL ARTS)

CHOIR

Year Course /Semester Course Grades 9, 10, 11, 12

Concert attire not included but is required. This is a non-audition course, open to all Rosary Academy students who wish to sing with a large ensemble. Performances include a Christmas concert and the ExpresArte festival, Masses, prayer services, end-of-the year ceremonies, and other possible community events. Students will learn rehearsal technique, proper vocal production, dance movement, and performance. Students will learn a wide variety of vocal repertoire including pop, jazz, musical theatre, and classical styles. Each student is evaluated on her own personal merit and growth. The expected outcome is to create or increase vocal skills, performance, musical comprehension, ensemble skills and social development, all while providing a service to the immediate and extended community. This course may be taken more than once.

*In order to receive UC credit in the fine arts category, students must successfully complete both semesters sequentially as this course is approved as a year course.

FUNDAMENTALS OF THEATRE

Year Course Grades 9, 10

This course is designed to develop an appreciation of theatre by the study of the basic elements of play production, acting, and the history of the theatre. Students will learn to develop believable characters through acting exercises, improvisation, monologue work, duet scene student, and ensemble work. Students will also learn the business of theatre production, basic directing, and technical theatre. Students will perform in the Christmas Concert and in the ExpresArte festival, in solo, duet, and/or ensemble scenes that will be created, cast, rehearsed, and staged during this course.

MUSICAL THEATRE

Year Course Grades 9, 10, 11, 12

This course is a journey through Broadway and American musical theatre from its early beginnings in Vaudeville to the present day. Students will learn how musicals form and develop through the decades and how the art form was influenced by historical events, culture, and society. In the first semester there is an emphasis on listening and viewing of musicals through the decades. In the second semester, students will learn vocal skills, performance, acting, and musical theatre dance. Performances include the Christmas Concert and the ExpresArte festival, where students perform musical scenes and songs.

DANCE I

Semester Course Grades 9, 10, 11, 12

In this semester course, students learn beginning dance techniques in the areas of jazz, tap, and ballet. This class is recommended for students with little or no formal dance training or who are interested in further developing their dance skills as an art form. The concentration is on teaching correct technique, alignment, positions, and combinations, all while exploring movement, agility, flexibility, choreography, and individual creativity. Students will also develop their skills in yoga, strength training, core work, and the study of other dance cultures and techniques. Students will perform at the Christmas Concert.

DANCE II

Semester Course Grades 9, 10, 11, 12

Prerequisite: Successful completion of Dance I, or by audition or teacher approval

In this semester course, students continue to develop the dance skills and techniques they have learned in Dance I. Students are exposed to a variety of other dance styles including musical theatre, dance, lyrical/contemporary, along with a more intensive approach to yoga and body conditioning/ strengthening. Students have the opportunity to experience further skill development and creativity as they work on their own choreograph pieces and work towards an emphasis of dance performance. Students will perform at the ExpresArte festival.

BAND ENSEMBLE

Year Course Grades 9, 10, 11, 12

Open to students of varying experience on band instruments (scholars with no previous instrumental music experience are welcome). The class focuses on learning to read music notation, understanding fundamental music theory and performance on a band instrument. Most instruments are available with a yearly maintenance fee. Instruments may include Flute, Clarinet, Oboe, Bassoon, Alto Saxophone, French Horn, Trumpet, Trombone, Tuba.

Saint Jeanne Graduation Requirements

The mission of Saint Jeanne de Lestonnac Catholic High School is to prepare youth and young adults in faith who are leaders at the service of others. We strive to educate the whole person through a program marked by academic rigor in an environment that fosters the responsible exercise of personal liberty, a sense of the wider community and active compassion for others.

Religious Studies 8 semesters

English 8 semesters

Fine Arts 2 semesters (must be in the same discipline)

Mathematics 6 semesters

PE 2 semesters

Health 1 semester

Science 6 semesters

Social Science 6 semesters

Languages 4 semesters (must be in the same language)

Elective courses 6 semesters

Community service 80 hours to be completed by grade twelve. Possible breakdowns in

each year as follows:

- -9th grade 16 hours
- -10th grade 16 hours
- -11th grade 24 hours
- -12th grade 24 hours

Seniors will also be required to successfully complete a Senior Exit Interview, and a Senior thesis comprised of an ethics component and subject matter based on student interest.

VISUAL ARTS DEPARTMENT

TWO SEMESTERS IN THE SAME DISCIPLINE REQUIRED FOR GRADUATION (CAN BE TAKEN IN PERFORMING OR VISUAL ARTS)

FUNDAMENTALS OF ART

Year Course Grades 9, 10

Fundamentals of Art is designed to explore the procedures, techniques, vocabulary and skills in drawing and painting. Emphasis is placed on developing the students' observational skills to enhance creative expression. This course will focus on the art elements and principles of design using a variety of media in two-dimensional compositions. Students will develop manipulative and organizational skills in using the visual arts media to translate ideas, feelings and values into their own visual expressions. Historical and cultural contributions will be introduced, as well as artistic analysis, interpretation and judgment of their work and that of others.

DRAWING STUDIO

Semester Course Grades 9, 10, 11, 12 Prerequisite: Fundamentals of Art

This semester course enhances the student's skills in drawing with emphasis on still life and the human figure. Various drawing approaches and techniques will be explored using the art elements and principles of design using a variety of media. The student will develop studies of the human figure based on drawings of the masters, and will work directly from student models. The media of pencil, charcoal, pastel, ink, and watercolor will be used in creating a portfolio of coursework.

PAINTING STUDIO

Semester Course Grades 9, 10, 11, 12 Prerequisite: Fundamentals of Art

This semester course builds on the skills of drawing and painting developed in the Fundamentals of Art class. The use of color theory will be advanced with a variety of different techniques and color applications using media such as watercolor, tempera, acrylic, mixed media, and oil paints. The elements of art and the principles of design will be explored with a variety of subject matter to create a portfolio of coursework. In addition, students will be introduced to historical and cultural contributions to the world of painting.

KINESIOLOGY DEPARTMENT

TWO SEMESTERS OF PHYSICAL EDUCATION AND ONE SEMESTER OF HEALTH REQUIRED FOR GRADUATION. PARTICIPATION IN SEASONAL SPORTS WILL FULFILL THE PHYSICAL EDUCATION REQUIREMENT.

PHYSICAL EDUCATION

Year course Grade 9

Students are given an opportunity to participate in a variety of team and individual sports. Emphasis is not only on activities and fitness, but also on social development and sportsmanship. In addition, classroom units consisting of skeletal, muscular, cardiovascular, and respiratory systems, nutrition, self-defense, and skin care will be included in the course. Two semesters of physical education are required for graduation.

HEALTH

Semester course Grade 9, 10

Students are given an overview of wellness, alcoholism, drug abuse, eating disorders, and sexuality issues. American Red Cross Standard First Aid Certification with CPR and AED training will be included. This course is a graduation requirement.

LEADERSHIP STUDIES DEPARTMENT

LEADERSHIP STUDIES COURSEWORK MAY FULFILL ELECTIVE REQUIREMENTS NEEDED FOR GRADUATION.

LEADERSHIP STUDIES – SERVANT LEADERSHIP

Year course Grade 9, 10, 11, 12

Prerequisite: Approval of Administration

This year-long, project-based course will introduce students to servant leadership. Students will learn about the importance of serving others, their school, their community, and their world. Servant leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations, and ultimately creates a more just and caring world. The curriculum integrates Robert Greenleaf's core ideas about Servant Leadership, with the latest and best thinking of top researchers, thought-leaders, and accomplished leadership practitioners.

CAREER AND TECHNICAL EDUCATION

A variety of Career and Technical Education choices are provided to Saint Jeanne de Lestonnac Catholic High School scholars as a means of more deeply exploring the career interests. Scholars will work with instructors to complete coursework prescribed by CVE Multimedia. At the end of the course, scholars passing a certification exam with 70% or better will be issued certification in the area of interest. In certain cases, the attained certification may articulate into college credit.

BAYPOINT PREPARATORY ACADEMY

Today's Choice for Tomorrow's Future

April 23, 2018

CIF Southern Section 10932 Pine Street Los Alamitos, CA 90720



To Whom It May Concern:

The 2017-2018 year for athletics at Baypoint has gone well. The sports offered included: boys/girls cross country, girls' volleyball, boys/girls basketball, and boys/girls track and field. As a smaller high school, we are fortunate to have a gym that allows BPA to host basketball and volleyball games. It also helped with practices, scheduling games as well as hiring coaches.

Despite the low number of students on our cross country team, BPA still did well in the events and students were motivated to improve throughout the year. Not only did we cross-league in the warrior league for meets, but we also hosted our very own cross country race. BPA's goal for next year is to place as a team in the events as well as individual placings.

Girls' volleyball was very successful. BPA had a substantial amount of games during the season. BPA girls had a very competitive team that challenged all of our opponents in every game. We had two highly qualified, effective coaches on the staff. One of these coaches was a BPA staff member while the other was a walk-on coach.

At the start of the basketball season, BPA planned on having both a girls and a boys' team competing for our school. However, we did not have enough boys and girls to fill two separate teams. Girls that wanted to participate in the season played on the boys' team. Baypoint reached out to CIF about the option of allowing the girls to compete on our boys' team. CIF informed our athletic department that it would be viewed as having both a boys' and girls' sport for the winter season. Both the BPA girls and boys had good sportsmanship about this fact and worked hard to compete and have fun all season. Our plan is having more students participate in the 2018-2019 season. This will allow us to field separate teams for the upcoming season. BPA will continue to grow over the next several years as our high school enrollment grows.

Track and Field has been a success as well. Even though we are only competing in some of the competitions due to our number on the team we have been doing well and it has been a good experience for our students involved. In track and field, we cross-leagued in the warrior-league.

All in all, our athletic season has been positive. It is our goal to only improve moving forward. BPA plans to have more coaches coach sports that are on campus as well as grow our numbers in the various sports. Thus far, students that have been involved have had a good experience as well as creating history at our school by participating in our first year in high school athletics. Now that we have gathered data from our first year in CIF, we can only improve and create better goals.

BAYPOINT PREPARATORY ACADEMY

Today's Choice for Tomorrow's Future

Not only does BPA plan on growing our athletic program, but BPA will be moving to a new campus and sports facility in the Fall of 2019. This new campus will include a baseball, soccer and football field. This expansion will tremendously support athletics at Baypoint Preparatory Academy.

Regards,

Executive Director-Nancy Spencer

Man cy Spen of Athletic Director-Taylor Palermo



2304 Antonio Ave, Camarillo CA 93010

Dear Ms. Hodge,

As per your request here is an overview of the 2017/18 Beacon Hill Sports Season:

As probationary members of the CIF Southern Section, we had an amazing opportunity to begin developing an excellent sports program at Beacon Hill Classical Academy. This past year our High School had a total of 42 students. We had 21 students in 9th grade, 15 students in 10th grade, and 6 students in 11th grade. Next year we look to add a full 11th grade class giving us approximately 62 total High School students, and the potential for more athletes.

We were pleased to offer the following sports this school year:

Fall 2017
Boys & Girls Cross Country
Girls Volleyball
Winter 2017/2018
Boys Basketball
Spring 2018
Boys & Girls Track and Field

Athletic Facilities:

In addition to our own limited facilities, we had the opportunity to use off campus facilities/fields for cross-country, girl's volleyball, boy's basketball, and track and field. We do not expect to have any changes in the use of athletic facilities for the 2018/19 season.

CIF Athletic Experience 2017/18 Season

Having high school sports for the first time this school year proved to enrich the overall educational experience for our students and staff. The opportunity to implement the disciplines associated with sports has been a tremendous asset for our school. Sports participation at Beacon Hill is a continuation of the lessons and values taught in the classroom. These values of faithful citizenship, teamwork, sportsmanship, and hard work are reinforced, as they are taught and modeled by our coaches and staff. We had a tremendous participation rate for both our boys and girls this year. We look forward to adding additional sports and an opportunity for more of our students as our school grows.

Thank you,

Kevin Bailey (kevin@beaconhillclassical.org)

Athletic Director (805) 415-4674

Beacon Hill Classical Academy

Phone: (805) 389-6581

Website: www.beaconhillclassical.org

Address: 2304 Antonio Ave, Camarillo CA 93010

Geffen Academy

April 27, 2018

Rob Wigod CIF Southern Section 10932 Pine Street Los Alamitos, CA 90720

Subject: Self-Evaluation: 2017-2018 Geffen Academy at UCLA High School Athletic Program

Dear Mr. Wigod,

We are proud of our achievements at the Geffen Academy over the last year. We fielded twenty-one interscholastic teams, nine of which were at the high school level against CIF-SS opposition. We were able to use many of the UCLA Facilities, including the John Wooden Center, Student Activity Center, North Pool, intermural fields, Sycamore Tennis Courts, and Drake Track & Field Stadium.

At the high school level, we offered the following programs:

Basketball: Boys & Girls

Swimming & Diving: Coed

Cross Country: Coed

Track & Field: Coed

Soccer: Boys (Coed)

Volleyball: Girls

Tennis: Boys & Girls

Equestrian (Interscholastic Equestrian League)

We were able to establish a great relationship with our future league [Coastal] and were invited to fully participate in their cross country, swimming, and track & field schedules. We also played several of our future league opponents in lower-level competition. Because we are small in numbers this year, our boys' soccer team was converted into a coed team, which proved to be successful.

Our middle school competitive sports program was also successful this year. With significant increases in our 2018-2019 enrollment, we anticipate offering more sport options, as well as more levels in high school.

If any questions arise, please feel free to contact our athletic director, David Collicutt via email at dcollicutt@geffenacademy.ucla.edu.

Thank you for your consideration,

Dr. Sibyll Carnochan Catalan

Head of School

David Collicutt

Athletic Director

ELLEN OCHOA PREP ACADEMY

8110 Paramount Blvd. Pico Rivera, CA 90660 562-801-5208 ochoaprep.erusd.org



April 13, 2018

To whom it may concern,

At Ochoa Prep Academy, we had a successful CIF 2017-2018 season with all three sports. For the fall 2017 season, we had boys and girls participate in Cross Country, winter 2017-18 boys' and girls' soccer and spring 2018 a boys and girls lacrosse. Both the Soccer and Lacrosse season we were able to host games. All three sports were successfully started and completed. Learning the scheduling for team meets and games were a bit confusing at the beginning, where we had no idea where to start, but the CIF office was able to help guide us and give us all the answers that we were looking for. Being that we were new to CIF and I myself have had no experience as an Athletic Director I had to learn a lot in a little bit of time. I sometimes felt that I had just mastered the sport when the next season would just start. So one of my goals for next year is to make sure that everything is scheduled with at least one-month anticipation before the start of the season.

Cross Country, team was able to have three successful meets, not as much as I would have liked, but when we started looking is when we realized that the season had already started. The time of year that the sport start in, everything should have been scheduled by summer time. The online resources were very helpful for this sport and the fact that some meets were hosted based on years, as a team was a great motivating factor for my students who have never ran a race before. The second goal for this sport is that I need to make sure that I involve the coach more on deciding factor of race. Because we were new to all of what is CIF I took control of many of the scheduling and managing accounts when it really should have been the cross-country coach doing all this.

Soccer season was a great experience, but this is another sport that was difficult for me to find schools that were new to the sport. Many schools already had full schedules to work with. On the CIF main website, I was not able to find many schools that still had openings. There info was online but then they would return the message saying that they were booked. Again, this is another sport that I wish I was able to get the coaches more involved with the experience and helping find other teams that had a spot available for play.

For lacrosse being a first year sport in our entire district, I will say it was a huge success. We were able to schedule at least 6-7 games with schools that were in the same learning level as we were in. The head coach of Birmingham High school was very helpful in regard to showing us schools that were under five years of experience.

Overall, I believe that this years sports season was a success, and we would love to continue growing in the three sports that we currently have. Possibly in the future, introduce some more sports.

Esmeralda Montoya Athletic Director



13000 Pipeline Ave Chino, CA 91710 • 909-655-7220

April 20th, 2018

CIF Southern Section 10932 Pine Street Los Alamitos, CA 90720

CIF Southern Section:

Hello,

Orion has made significant progress towards achieving equity relative to the length of the season, number of contests, and number of opportunities for participation by students.

Throughout the course of the 2017-2018 season, our athletic program participated in the following sports:

2017 - 2018 Sports Season	Sport	Duration	Last Contest Date
Fall	Volley Ball (Girls)	8 weeks (8/21-10/21)	10/21/17
August – November	Cross Country (Boys & Girls)	3 weeks (8/31-9/21)	9/21/17
Winter	Basketball (Boys & Girls)	6 weeks (10/28 – 12/11)	12/7/17
November - February			
Spring	Track & Field (Boys & Girls)	4 weeks (2/24-3/23)	3/23/18
February – June	Golf (Boys)	4 weeks (2/10-3/12)	3/12/18

Overview of Experience

Athletic participation at Orion International has provided our student athletes with important developmental experiences grounded in principles of discipline, teamwork, dedication, and perseverance.

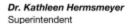
Athletic Facilities

We originally reported our address as 15650 Pipeline Ave, Chino, CA 91709 but we moved to 13000 Pipeline Ave, Chino, CA 91710 later in the year. Our courts and surrounding trails served as our practice facilities. Although we reported locations as our home facility we were only able to schedule away games.

Sincerely,

Mike Byars Athletic Director

Orion International Academy





43466 Business Park Drive, Temecula, CA 92590

Phone: (951) 252-8800 Fax: (951) 252-8801

www.springscharterschools.org

To whom it may concern:

Our inaugural season at R.S. Magnolia was challenging, but it was a step toward where we want to be. Our goals for the 2017-2018 season were simple: 1) Introduce athletics to high school students and fill at least 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, became the coach. Our teams were composed of 8 girls and 10 boys that proudly represented River Springs Magnolia. We were fortunate that the athletic community helped us and thanks to many we were able to participate in the warrior League meets. Girls volleyball was a success as our Magnolia Falcons won 80% of their games.

In the winter we were able to open up a girl's and a boy's basketball teams. We have new facilities capable to accommodate practices and home games for both teams. Our girl's team was composed of 7 very proud young ladies and were able to capture the first ever win for a team sport at Magnolia River Springs. The boys did amazing and the participation was good and consisted on 9 boys. Most of the athletes will comeback as the will be sophomores.

In the spring season, our Track and Field teams are competing as an invited team in the Warrior league. The teams are composed of 4 girls and 5 boys. We are hoping to have 3 athletes represent Magnolia River Springs at league finals.

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.





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My area of growth needs to focus on the updating of the scores and stats, then transferring this information to Max Preps. We are on the process hired an office clerk that will help with many tasks for CIF.

Our goals for 201*-2019 season are

- To keep the same sports; Cross Country, Basketball, and Track and Field.
- Add a swimming program.
- To have a growth of 20% participation in athletics.
- Keep teaching life skills for life.

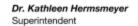
The Warrior League has opened the door to us for the upcoming season with the condition that CIF gives us clearance of the probation year.

We will keep promoting to hopefully increase volunteer participation and student internship to help assist the coaches to have better and faster stats and scores to pass the information to our office clerk to update the CIFSS website and Max Prep.

We know that eventually we will have to have 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. The needs are constantly been addressed to continue finding solutions to better our athletic 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





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Sharon Hodge

From: Katie Prior <katie.prior@slahd.com>
Sent: Tuesday, May 1, 2018 1:06 PM

To: Sharon Hodge **Subject:** Letter of Overview

The following is the letter of overview for Summit Leadership Academy Athletics. Let me know if you need anything else.

Dear CIFSS,

As I look upon our last school year in reference to athletics I can say that it has been one of improvement. We were able to supply a volleyball, soccer, basketball, and track and field Team for both girls and boys. Our facilities stayed the same where we had to have all away games and practiced on our outdoor courts and fields on our campus. Overall I think we started off a little rocky as we did had to let go of our Athletic Director early in the year and an employee took over as the school looked for a replacement, which made for some adjustments and transitions. I started as the Athletic Director at the end of November and since I have started we were able to have 10 games for basketball and 13 games for soccer, an obvious improvement from our 2 game season of Volleyball. We only had to cancel two games total for basketball, because we weren't able to figure out a neutral facility. I have many plans for more improvement for the future of Summit Leadership Athletics. I want to implement a more disciplined and consistent program.

Sincerely,

Katie Prior Athletic Director Summit Leadership Academy



Dear Executive Committee,

It is my pleasure to share what we have achieved for the school year of 2017-2018. Here at USC College Prep, Santa Ana Campus we focus on ensuring that all students-athletes are provided with the opportunity to develop their athletic abilities. Our objective for the athletic department is to implement a program that fosters our school vision and core values, in order to build authentic relationships that push athletes to reach their full potential in a safe and nurturing environment.

This year our biggest priority has been establishing routines and systems that allow us to administrate in accordance with the highest principles of the California Interscholastic Federation (CIF). We have developed an onboarding process by implementing the student/parent handbook with CIF guidelines that provides clear information and expectations on code of conduct, disciplinary policies, injury procedures and medical records. All athletes are expected to submit sports participation forms and code of ethics at the beginning of the season. These documents are collected by coaches and are submitted to the athletic department for review. The onboarding process is documented by the Athletic Director and is responsible to clear eligibility with administration. Coaches are also expected to follow an onboarding process by providing First Aid Card, CPR Certification, Concussion training, TB Test and complete fingerprint process. Upon completion they review department policies and employment agreement. In addition we are preparing our coaches in safety procedures by providing online training on Sudden Cardiac Arrest, Heat III Prevention and Sportsmanship. Our athletic department has created systems that track our school year logistics in order to ensure student and staff safety as well as communicate efficiently with all stakeholders.

A second priority that was critical for us this year was offering at least one sport for female and one sport for male athletes per season. We are excited that in our probationary year we have been able to offer the following sports per season. During the Fall we offered Co-ed Cross Country and Girls Volleyball. During Winter we offered Co-ed Track and Field, Boys Soccer and Girls Soccer. For Spring we are offering Softball, Baseball and Cheer. One of our biggest challenge has been consistency with every sports' team participation due to access to facilities and the transition of the previous Athletic Director mid-year. When introducing all sports, students demonstrated a high level of interest and commitments. Sports practices were hosted in various locations depending on the facility need. Many practices were hosted on campus but some did require transportation to off-site locations. This created obstacles for some students which occasionally conflicted with the level of commitment to their team given other responsibilities. To respond to this challenge, we have allocated funds to pay for facilities nearby for practice and we have also invested a part of our budget in transportation to games. In addition, we have prioritized building relationships with our community by outreaching to local parks, nearby school districts and community colleges. At the moment most of our



facilities are with Santa Ana Unified School District and the City of Santa Ana Parks and Recreations. Given that accessing facilities tends to be a long process that requires approval from other entities, we have started this process for the next school year already. One of the main goals for the incoming school year is to secure all sports venues for practices by the end of summer. What have also purchased our permanent school facility which will have access to outdoor space that will be able to serve the sports we will offer.

We motivate our athletes to show their leadership in helping develop our new athletics program. They have been involved in a variety of ways, including providing input for our uniforms and leveraging parent support for transportation and other needs. In addition, throughout the school year, we have focused on creating leadership roles that support the development of various skills, values, and assets in our athletes. Each team has a captain and co-captain. Once officers have been selected, they are offered a contract highlighting their roles and responsibilities. They support coaches with leading practice, communication of important information for teammates, and host weekly team meetings. They are also required to attend officer meetings once a month with the Athletic Director and are given monthly work plans. Building leadership roles into our athletic department has allowed students to take an important role in shaping and representing their teams.

Despite some challenges with facilities, we are proud of having been able to offer at least one sport per season for our female and male athletes. We have had a strong start in just our second year as a school and are committed to making our sports program a critical component of our school. The level of commitment from our students, staff, and families, makes us confident that we will be able to strengthen our sports programing even more this coming school year. In addition, our sister school USC Hybrid High School who has been a part of CIF for multiple years now, provides a lot of support and development as we build our program.

We respectfully ask that you consider our membership with the California Interscholastic Federation.

Thank you for your time and consideration,

Sincerely,

Geraldine Galindo

Athletic Director

Evelyn Castro
School Principal