



Meeting of the Executive Committee

May 9, 2024

1:00 p.m.

Spaghettini, Seal Beach, CA

Agenda

1. OPENING BUSINESS	DISPOSITION	ITEM
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A. Call to order by Jim Perry, 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 19, 2024, 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. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

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

B. SOUTHERN SECTION NON-ACTION ITEMS

1. Proposed Bylaw Revision – 3400.2
Badminton Playoffs

Non-Action

SS 670

2. Proposed Bylaw Addition – 1222.7
Officials Fees

Non-Action

SS 671

4. 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 Council action items at this time.

5. NEW BUSINESS

A. Consideration of the Following Schools for Membership for the 2024-2025 School Year

- | | | |
|---|--------|-----|
| 1. Arcadia Christian
Presented by David Parkes | Action | 5A1 |
| 2. Aveson Global Leadership Academy
Presented by Mitch Brunyer | Action | 5A2 |
| 3. DNA Prep Academy
Presented by Dr. Alexis Barile | Action | 5A3 |
| 4. First Baptist/Long Beach
Presented by Mary Jane Hibbard | Action | 5A4 |
| 5. La Reina Academy
Presented by Mike West | Action | 5A5 |
| 6. Orange County Classical Academy
Presented by Dr. Paula Hart Rodas | Action | 5A6 |

B. Membership Status of New and Probationary Schools Admitted in 2023-2024

- | | | |
|--|--------|-----|
| 1. Animo City of Champions
Presented by Demetre Howard | Action | 5B1 |
| 2. Cristo Rey OC
Presented by Jim Perry | Action | 5B2 |
| 3. EF Academy
Presented by Dr. Paula Hart Rodas | Action | 5B3 |
| 4. Entrepreneur/Fontana
Presented by Kai Lyles | Action | 5B4 |
| 5. Gorman LC/Antelope Valley
Presented by Gil Gomez | Action | 5B5 |
| 6. Legacy Christian Academy
Presented by Todd Arrowsmith | Action | 5B6 |
| 7. NOVA Academy Early College
Presented by Alicia Seevers | Action | 5B7 |

5. NEW BUSINESS (Cont.)

B. Membership Status of New and Probationary Schools Admitted in 2023-2024 (Cont.)

- | | | |
|---|--------|-----|
| 8. The SEED School of Los Angeles
Presented by Jamal Adams | Action | 5B8 |
| 9. Vista Meridian Global Academy
Presented by Jim Perry | Action | 5B9 |

C. Financial Report Mitch Carty

- | | | |
|---|--------|-----|
| 1. 2022-2023 CIF Southern Section Audit | Action | 5C1 |
|---|--------|-----|

D. Communications Report Thom Simmons

E. Marketing Report Jacquelyn 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 | Jim Perry |
| B. Treasurer's Report | Rich Imbriani |
| C. Commissioner's Report | Mike West |
| D. Executive Committee Member Reports | |

9. ADVANCE PLANNING

A. DATES

1. August 8, 2024 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
2. September 19, 2024 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
3. September 23, 2024 – Champions for Character Awards Dinner, The Grand Conference Center, Long Beach, CA 6:00 p.m.
4. September 26, 2024 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach, CA 9:00 a.m.

9. ADVANCE PLANNING (Cont.)

B. SUGGESTED AGENDA ITEMS

1. _____

2. _____

3. _____

10. ADJOURNMENT

A. Time of Adjournment _____



Meeting of the Executive Committee

March 19, 2024

1:00 p.m.

CIF Southern Section Offices, Los Alamitos, CA

Minutes

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

President Jim Perry welcomed everyone to the meeting and called the meeting to order at 1:00 p.m. He recognized the Woman of the Year award for Dr. Paula Hart Rodas, Dr. Monica Colunga's retirement, and Ray Plutko's passing.

B. Pledge of Allegiance

C. Roll Call

All Executive Committee members were present except for Ann Fitzgerald and Reggie Thompkins. Mitch Carty and Kristine Palle from the CIF Southern Section Office were also absent.

D. Introduction of Guests

There were no guests present.

E. Adopt Agenda

Adopted 17-0-0

There was a motion and a second to adopt the agenda. The motion carried 17-0-0.

F. Approval of Minutes

Approved 18-0-0

There was a motion and second to approve the minutes of the January 13, 2024 Executive Committee Meeting. The motion carried 18-0-0.

2. PUBLIC COMMENT

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

Assistant Commissioner Thom Simmons invited CIF Southern Section Historian Dr. John S. Dahlem to briefly join the meeting as he had a special announcement. The CIF Southern Section has been working hard over the past several months, creating a digital library that is live on our website and completely searchable. Because Dr. Dahlem has been so instrumental in gathering much of the history of the organization, Mr. Simmons announced that the digital library was being named the "Dr. John S. Dahlem Digital Library." After a standing ovation, Dr. Dahlem gave a few words of gratitude to the Committee and the Section for this honor.

3. NON-ACTION ITEMS

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

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

B. SOUTHERN SECTION NON-ACTION ITEMS

1. Proposed Bylaw Revision – 3400.2 Non-Action SS 670
Badminton Playoffs

President Jim Perry reviewed the proposal regarding playoffs for Badminton. Since there is a State CIF championship in the sport of badminton, there should be a Southern Section championship. However, the Southern Section is the only Section in the State that requires at least 20% of the overall membership to field the sport before a viable championship can be held. Badminton only has 51 of the 560 schools that field Badminton. 112 are needed to hold championships in the sport. Only six of the ten sections in the state hold Badminton championships. It was asked that more data regarding the sport, such as the number of schools that have fielded the sport over the past five to ten years be made available. The Committee was reminded that Badminton was a championship sport until around 2002 when the sport had been under the 20% threshold for several years.

2. Proposed Bylaw Addition – 1222.7 Non-Action SS 671
Officials Fees

President Jim Perry reviewed the proposal regarding officials' fees. This proposal adds the language forbidding donations to the officials' associations. Schools have been making donations to some area soccer units in exchange for getting officials assigned. Are there any plans for the future to help keep this soccer situation from arising again? The process in place will continue as it stands with the addition of an additional meeting with the officials' groups once the committee recommendations have been made so that the officials' groups have one last opportunity to weigh in before the recommendations go to a Council vote. What will be the penalty if a school violates the new bylaw? There are consequences in the Blue Book regarding institutional oversight.

4. ACTION ITEMS

A. STATE FEDERATED COUNCIL ACTION ITEMS

1. Proposed 2024-25 CIF State Budget Approved 18-0-0 STATE 659

President-Elect Dr Paula Hart Rodas reviewed the CIF State's proposed budget for the 2024-25 school. There was a motion and a second to approve the proposed budget. The motion carried 18-0-0.

2. State CIF Executive Committee Nominations Approved 18-0-0 STATE 660

President-Elect Dr Paula Hart Rodas reviewed the CIF State's Executive Committee Nominations. There was a motion and a second to support those from Southern Section and to go uninstructed for all other offices. The motion carried 18-0-0.

4. ACTION ITEMS (Cont.)

A. STATE FEDERATED COUNCIL ACTION ITEMS (Cont.)

3. Proposed Bylaw Revision – 503.K.(1) – Heat Illness Protocol Approved 17-0-0 STATE 661

President-Elect Dr Paula Hart Rodas reviewed the proposal regarding the new heat illness protocols. If approved, an updated 2024-2025 sports calendar will be sent to all schools and detailed instructions to the football schools will also be sent out. The State will be sending out additional information regarding regions and the Wet Bulb Global Thermometer deal. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

4. Proposed Bylaw Revision – 503.K.(2) – Air Quality Index Protocol Approved 17-0-0 STATE 662

President-Elect Dr. Paula Hart Rodas reviewed the proposal regarding the new air quality index protocol. This proposal allows schools to use www.airnow.gov or measurement device located outdoors on their physical campus. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

5. Proposed Bylaw Revision – 503.L – Emergency Action Plan/AED Protocols Approved 17-0-0 STATE 663

President-Elect Dr Paula Hart Rodas reviewed the proposal regarding the particulars of where AEDs are to be located on campus in relation to event and practice facilities and the requirement to practice emergency action plans. There is a concern with the security of the AEDs and getting to locked locations in the three-minute time restraint. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

6. Proposed Bylaw Revision – 1803 – State Traditional Competitive Cheer Championship Event Approved 17-0-0 STATE 664

President-Elect Dr Paula Hart Rodas reviewed the proposal to add a State CIF Traditional Competitive Cheer Championship in place of the State regional championships currently being held. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

7. Proposed Bylaw Revision – 3204 – State Boys Volleyball Championship Event Approved 17-0-0 STATE 665

President-Elect Dr Paula Hart Rodas reviewed the proposal to add a State CIF Boys Volleyball Championship, maintaining the current regional championships being held. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

8. Proposed Bylaw Revision – 303.B.(6) a. and b. – Multi-School New and Renewal Applications Approved 17-0-0 STATE 666

President-Elect Dr Paula Hart Rodas reviewed the CIF State's proposed budget for the 2024-25 school. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

4. ACTION ITEMS (Cont.)

B. SOUTHERN SECTION ACTION ITEMS

1. CIF Southern Section Proposed 2024-25 Budget Approved 17-0-0 SS 667

President Jim Perry reviewed the CIF Southern Section proposed budget for the 2024-25 school year. Membership fees will increase to \$100.00 per sport. Ticket prices will increase \$2.00 for general admission and \$1 for students. The general admission tickets have not been increased since 2014-15 and the student ticket since 2007-08. Golf fees will increase to \$50.00 to offset courses costs and Tennis will institute entry fees of \$20.00 for singles and \$40.00 for doubles to offset facilities costs. There is an overall 11% increase anticipated in expenses. A balanced budget has been presented for consideration. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

2. CIF Southern Section Executive Committee Nominations Approved 16-0-1 SS 668

President Jim Perry reviewed the CIF Southern Section Executive Committee Nominations proposed for the 2024-25 school year. There was a motion and a second to move the slate of nominees to the next Council meeting on March 21, 2024. The motion carried 16-0-1.

3. Proposed Bylaw Revision – 3520.5 & 3520.6
Wrestling Playoff Divisions Approved 17-0-0 SS 669

President Jim Perry asked Assistant Commissioner Rich Shearer to review the proposed revisions to the wrestling playoff divisions. This proposal changes the development of playoff divisions from four years of data to two years. It is also asking that the individual tournament be based by school performance rather than league finish only. There was a motion and a second to approve the proposal. The motion carried 17-0-0.

5. NEW BUSINESS

A. Financial Report

Mitch Carty

Commissioner of Athletics Mike West gave the report in place of Chief Financial Officer, Mitch Carty who was not in attendance. A handout was passed out and reviewed and appears at the end of these minutes.

1. 2022-2023 CIF Southern Section Audit No Action Taken 5A1

With Chief Finance Office Mitch Carty being absent and the Audit Committee not having a chance to meet at the time of this meeting, the audit report was moved to the next meeting.

B. Marketing Report

Jacquelyn Gibson

Director of Marketing Jacquelyn Gibson passed around and reviewed handouts which appear at the end of these minutes. The Section is in the process of creating a CIF Southern Section planner and asked the Committee for feedback on items which would be helpful to include in the planner. There was a discussion regarding a possible MVP AD Gold card, earned when completing all the MVP AD requirements and able to be used just like the current Courtesy Card. The new tee signs for the Section golf tournaments were shared with the Committee.

5. NEW BUSINESS (Cont.)

C. Communications Report

Thom Simmons

We are in the midst of our Winter season wrap up. With so little print media, we have expanded our visuals on the web. We produced two segments of the Southern Section Spotlight that received over 5,000 views. Produced seven Southern Section Sit Downs with over 30,000 views. We are working with over 60 student broadcast programs to receive content for all the different items being posted on the website and social media. On YouTube we did a segment on basketball pairing weekend that garnered over 21,000 views. Continuing to update the digital library, we are converting over 500 films and DVDs to add to the site.

D. CIF Southern Section 2023-24 Goals Responses

Mike West 5D

Commissioner of Athletics Mike West reviewed the responses to the 2023-2024 CIF Southern Section goals and these responses appear in the agenda.

President Jim Perry called a five-minute break at 2:36 p.m. after which the Committee went into closed session.

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

The meeting reconvened at 2:54 p.m. There was no action taken during Closed Session.

8. REPORTS

A. President's Report

Jim Perry

President Jim Perry made it to many playoff games this Winter. He congratulated Assistant Commissioner Jerry DeFabiis on a job well done for his first year at the helm of basketball. He then congratulated Assistant Commissioner Rich Shearer on an outstanding wrestling championship season. It was great to see families and kids out enjoying all the different events. Thank you to the staff for their great work and the amazing events put on this past season.

B. Treasurer's Report

Rich Imbriani

Treasurer Rich Imbriani reviewed the treasurers report that appears at the end of these minutes.

C. Commissioner's Report

Mike West

Commissioner Mike West called out Assistant Commissioner Mike Middlebrook on his outstanding handling of a very difficult soccer season. It was his first handling both boys and girls and the season went very well. Every playoff game had officials. He has succeeded Ray Plutko, former Commissioner of Athletics, twice as Ray opened Martin Luther King High School where Mr. West was Principal and Ray was Commissioner of Athletics where Mr. West has also followed in those footsteps. Ray Plutko passes away after a long illness on March 7. Officials Appreciation week is April 21-27 and the CIF Day of Service April 14-20. Champions for Character Golf Tournament is June 17. Foursomes still available.

8. REPORTS (Cont.)

D. Executive Committee Member Reports

At Large Representative Dr. Alexis Barile spoke about how amazing the Women in Sports events in Orange County and the Inland Empire were. Girls Athletic Director Representative Alicia Seevers headed up the Orange County event. Alicia stated what an inspirational speaker Alexis was, even moving one young lady to tears as she went to speak with Alexis.

9. ADVANCE PLANNING

A. DATES

1. March 19, 2024 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
2. March 21, 2024 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach CA 9:00 a.m.
3. May 9, 2024 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.

B. SUGGESTED AGENDA ITEMS

There were no items suggested for the next agenda.

10. ADJOURNMENT

President Jim Perry received a motion and a second to adjourn the meeting. The meeting was adjourned by unanimous vote at 3:12 p.m.

Submitted by:



Sharon Hodge
Executive Assistant

Approved by:



Mike West
Commissioner of Athletics

Executive Committee Voting Report

First Name	Last Name	6	12	17	21	23	25	27	29	30	31	32	33	34
		Adopt Agenda Vote	Approval of Minutes from January 30, 2024	STATE 659 - Proposed 2024-2025 CIF State Budget	STATE 660 – State CIF Executive Committee Nominations	STATE 661 – Proposed Bylaw Revision 503.K.(1) – Heat Illness Protocol	STATE 662 – Proposed Bylaw Revision 503.K.(2) – Air Quality Index Protocol	STATE 663 – Proposed Bylaw Revision 503.L – Emergency Action Plan/AED	STATE 664 – Proposed Bylaw Revision 1803 – State TCC Championship Event	STATE 665 – Proposed Bylaw Revision 3204 – State Boys Volleyball Championship Event	STATE 666 – Proposed Bylaw Revision 303.B.(6) a. & b. – Multi School	SS 667 – CIF Southern Section Proposed 2024-2025 Budget	SS 668 – CIF Southern Section Executive Committee Nominations	SS 669 – Proposed Bylaw Revisions 3520.5 & 3520.6 – Wrestling Playoff Divisions
Jamal	Adams	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Todd	Arrowsmith	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dr. Alexis	Barile	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mitch	Brunyer	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dr. Monica	Colunga	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Rob	Dearborn	Yes	Yes	Yes	Yes									
Ann	Fitzgerald													
Gil	Gomez	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mary Jane	Hibbard	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Demetre	Howard	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Rich	Imbriani	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Cleveland	Johnson		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kai	Lyles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Matt	Maeda	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Abstain	Yes
David	Parkes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Jim	Perry	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dr. Paula Hart	Rodas	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Alicia	Seevers	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Erika	Tejeda	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reggie	Thompkins													
		17	18	18	18	17	17	17	17	17	17	17	16	17
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		17	18	18	18	17	17	17	17	17	17	17	17	17



**C.I.F. SOUTHERN SECTION
FINANCIAL REPORT
Executive Committee Meeting
March 19, 2024**

WINTER PLAYOFFS REVENUE

	ACTUALS	BUDGET	Diff.
Basketball	\$1,058,892.00	\$968,000.00	\$90,892.00
Soccer	\$155,279.00	\$94,900.00	\$60,379.00
Wrestling	\$171,948.00	\$149,800.00	\$22,148.00
Cheer	\$52,480.00	\$26,900.00	\$25,580.00
Girls Water Polo	\$17,694.00	\$21,560.00	(\$3,866.00)
TOTALS	\$1,456,293.00	\$1,261,160.00	\$195,133.00 <i>+15.5%</i>

WINTER PLAYOFFS GOFAN EVENTS		TICKETS	
Basketball	725	114,753	
Soccer	12	16,906	
Wrestling	38	16,916	
Cheer	1	5,018	
Girls Water Polo	1	1,786	
TOTALS	777	155,379	\$ 62,151.60 <i>CIF-SS Share</i>

WINTER PLAYOFFS OFFICIALS PAID (Arbiter)		
Basketball	1,152	\$ 125,573.00
Soccer	71	\$ 6,711.00
Wrestling	190	\$ 70,579.00
Girls Water Polo	51	\$ 3,294.00
TOTALS	1,464	\$ 206,157.00

WINTER PLAYOFFS: IN PROGRESS/WRAP UP
1. OFFICIALS PAYMENTS (Basketball, Wrestling) - Mitch
2. PAY ALL WINTER PLAYOFF EXPENSES - Mitch & Erin
3. CHASING OUTSTANDING PLAYOFF FINANCIAL REPORTS (Basketball) - Erin
4. MILEAGE AUDIT (Basketball) - Laura & Erin
5. AUDIT SCHOOL EXPENSES SUBMITTED (Basketball) - Mitch
6. PLAYOFF SPLITS/EXPENSE REIMBURSEMENTS (Basketball, Wrestling & Soccer) - Mitch & Erin
a. Distributions by mid March
7. FINAL WINTER "NET" FINANCE RECONCILIATIONS - Mitch



CIF SOUTHERN SECTION - FORD

Athlete of the Year

2023-2024 INDIVIDUAL WINNERS

SCHOOL	STUDENT NAME (GENDER)	GPA	SPORT
ADELANTO	GEORGE ROSALES (M)	3.67	FOOTBALL; WRESTLING
ADELANTO	MADLINE ATCHISON (F)	3.71	WRESTLING
AGOURA	KAITLYN DAVIES (F)	3.83	GOLF
AGOURA	ZEKE BUSSIERE (M)	4.00	FOOTBALL; WRESTLING
ALEMANY	HANVIN LEE (M)	4.00	BASEBALL
ALEMANY	VICTORIA FILIPPOVA (F)	4.00	VOLLEYBALL
ALISO NIGUEL	EMILY LYNCH (F)	3.98	SWIMMING & DIVING; WATER POLO
ALISO NIGUEL	JACKSON GEIGER (M)	3.83	SOCCER; SWIMMING & DIVING; WATER POLO
ALTA LOMA	CASH LA ROCHELLE (M)	3.78	VOLLEYBALL; WATER POLO
ALTA LOMA	SAMANTHA PASSWATER (F)	3.92	WATER POLO
ANAHEIM	BEN FLUDE (M)	4.00	WATER POLO
ANAHEIM	VALENTINA SALDIVAR (F)	4.00	SWIMMING & DIVING
ANIMO LEADERSHIP	DANIEL ARREOLA (M)	3.95	SOCCER
ANIMO LEADERSHIP	EILEEN VALERA (F)	3.95	SOCCER
ANTELOPE VALLEY	KIMBERLY AGUILAR VENEGAS (F)	3.83	SOCCER
APPLE VALLEY CHRISTIAN ACADEMY	ADELLA EDSSELL (F)	3.97	BASKETBALL; VOLLEYBALL
AQUINAS	JOSHUA CUNNIGAN (M)	4.00	BASEBALL
AQUINAS	MORGAN BONADIMAN (F)	4.00	SWIMMING & DIVING; VOLLEYBALL
ARLINGTON	LAILA DAMACIO TELLEZ (F)	3.83	FLAG FOOTBALL; SOCCER
ARLINGTON	YANTI QUIJADA (M)	4.00	SWIMMING & DIVING; WATER POLO
ARROWHEAD CHRISTIAN	BETHANY WILKES (F)	4.00	BASKETBALL; SOFTBALL; VOLLEYBALL
ARROWHEAD CHRISTIAN	ISAIAH SANCHEZ (M)	4.00	BASEBALL
ARROYO VALLEY	BRANDON TERRIQUEZ (M)	4.00	TENNIS
ARROYO VALLEY	KARLA VALENCIA (F)	4.00	SOCCER; VOLLEYBALL
ARTESIA	MAYA TORRES (F)	3.83	SOFTBALL
ARTESIA	ZION STAPLES (M)	3.67	BASKETBALL
AVALON	ELIZABETH HINIKER (F)	3.75	BASKETBALL; SOFTBALL; VOLLEYBALL
AVALON	WESTON JONES (M)	4.00	BASEBALL; FOOTBALL
AZUSA	JONATHON RUDDER (M)	3.66	BASKETBALL; VOLLEYBALL
AZUSA	MONIQUE MEDINA (F)	3.77	SOCCER
BEACON HILL	EMERIE NICHOLLS (F)	4.00	GOLF; SOCCER; VOLLEYBALL
BEACON HILL	GAVYN DEUTSCH (M)	3.80	SOCCER; VOLLEYBALL
BEAUMONT	ISABELLA FLORENCE (F)	4.00	BASKETBALL; TRACK & FIELD; VOLLEYBALL
BEAUMONT	RILEY BEAUCAIRE (M)	3.96	FOOTBALL; SWIMMING & DIVING; WATER POLO
BETHEL CHRISTIAN/RIVERSIDE	JORDYN FRAZIER-MATHEWS (M)	3.67	BASKETBALL; TRACK & FIELD
BETHEL CHRISTIAN/RIVERSIDE	KALIA TAYLOR (F)	4.00	BASKETBALL; SOFTBALL
BISHOP AMAT	MATEO AYON (M)	3.97	CROSS COUNTRY
BISHOP AMAT	PENELOPE YADO (F)	4.00	SOCCER
BISHOP DIEGO	AVIANNA GORDON (F)	4.00	BEACH VOLLEYBALL; VOLLEYBALL
BISHOP DIEGO	LESHAWN CRUZ (M)	3.83	BASKETBALL; FALL VOLLEYBALL; VOLLEYBALL
BRENTWOOD	ETHAN LANLUA (M)	3.91	CROSS COUNTRY; TRACK & FIELD
BRENTWOOD	JOCELYN PASCUAL (F)	3.63	BASKETBALL; VOLLEYBALL
BUCKLEY	LUKE GOLDBERG (M)	3.83	SOCCER
BUCKLEY	SAWYER STANFORD-HILL (F)	3.89	SOCCER; VOLLEYBALL
BUENA	DELANEY TIMMONS (F)	3.83	SOCCER
BUENA	VINCENT MUELLER (M)	3.50	FOOTBALL; SOCCER; TRACK & FIELD
BUENA PARK	DAVID JUAREZ-GARCIA (M)	4.00	CROSS COUNTRY
BUENA PARK	KAYLAA HUYNH (F)	4.00	VOLLEYBALL
BURBANK	JULIETTE LAMBERT (F)	4.00	TRACK & FIELD
BURBANK	SANJAY DHAMODHARAN (M)	4.00	TRACK & FIELD
BURROUGHS/RIDGECREST	ANDREW BUI (M)	4.00	CROSS COUNTRY; SWIMMING & DIVING
BURROUGHS/RIDGECREST	SARINA KHARA (F)	4.00	TENNIS
CALABASAS	JOSHUA MEHDIAN (M)	4.00	WRESTLING
CALABASAS	LIA HENDELMAN (F)	4.00	BASKETBALL
CALVARY CHAPEL/DOWNEY	JOHNATHAN COMFORT (M)	4.00	CROSS COUNTRY
CALVARY CHAPEL/DOWNEY	REBECCA EL NABBOUT (F)	4.00	TRACK & FIELD
CALVARY CHAPEL/SANTA ANA	BRAYDON PREUIT (M)	4.00	SWIMMING & DIVING
CALVARY CHAPEL/SANTA ANA	LINDSEY KOBAYASHI (F)	4.00	BASKETBALL
CAMARILLO	DRAKE NGUYEN (M)	3.89	TENNIS
CAMARILLO	VIVIAN SHAW (F)	3.88	TENNIS
CANYON SPRINGS	ABIGAIL MEJIA (F)	4.00	SWIMMING & DIVING; WATER POLO
CANYON SPRINGS	SHAWN ASHLEY (M)	4.00	TENNIS; VOLLEYBALL



CIF SOUTHERN SECTION - FORD

Athlete of the Year

2023-2024 INDIVIDUAL WINNERS

SCHOOL	STUDENT NAME (GENDER)	GPA	SPORT
CANYON/CANYON COUNTRY	JOSEPHINE REGEZ (F)	4.00	BASKETBALL
CANYON/CANYON COUNTRY	JUAN GONZALEZ (M)	4.00	SOCCER
CASTAIC	IAN RAMIREZ (M)	3.89	TENNIS
CASTAIC	REGAN THOMPSON (F)	3.96	TRACK & FIELD
CHANNEL ISLANDS	JEVON BOBBSEMPLE (M)	4.00	BASKETBALL
CHANNEL ISLANDS	MIA HERNANDEZ (F)	3.83	FLAG FOOTBALL; WRESTLING
CHINO	JOCELYNE DELGADO (F)	4.00	BASKETBALL; TENNIS
CHINO	ROBERT HITCHCOCK (M)	3.97	TENNIS; WATER POLO
CITRUS VALLEY	ETHAN BLACK (M)	4.00	VOLLEYBALL
CITRUS VALLEY	ISABELLA MERIDETH (F)	4.00	TENNIS
COACHELLA VALLEY	GEMA GONZALEZ (F)	3.71	GOLF; SOCCER
COASTAL CHRISTIAN	JOEY NORTHCOTE (M)	4.00	BASEBALL
COASTAL CHRISTIAN	ABBY MALLEY (F)	4.00	VOLLEYBALL; BASKETBALL; BEACH VOLLEYBALL
COMPTON EARLY COLLEGE	CIRSE LIMA VALENCIA (F)	3.93	CROSS COUNTRY; SOCCER
COMPTON EARLY COLLEGE	MARVIN ELIAS (M)	3.40	BASKETBALL; FOOTBALL; VOLLEYBALL
CORONA DEL MAR	PEYTON VOVAN (F)	3.97	SOCCER
CORONA DEL MAR	WILL TAKARA (M)	3.91	BASKETBALL; TRACK & FIELD
COVINA	DANIELLE SINGLEY (F)	3.94	BASKETBALL; SOFTBALL
COVINA	JAYDAN CHAU (M)	3.61	SWIMMING & DIVING
CRESCENTA VALLEY	ETHAN LEE (M)	3.86	TENNIS
CRESCENTA VALLEY	YE-JIN WOO (F)	3.86	TENNIS
CRESPI	BYRON BENBOW (M)	4.00	TRACK & FIELD; WRESTLING
CYPRESS	AIDAN HOUSTON (M)	3.88	FOOTBALL; TRACK & FIELD
CYPRESS	KATHERINE GERBING (F)	3.87	GOLF
DESERT CHRISTIAN ACADEMY	JARED GATLIN (M)	3.86	BASEBALL
DESERT CHRISTIAN ACADEMY	SIMONE TOLMAN (F)	3.71	BASKETBALL
DESERT CHRISTIAN/LANCASTER	ETHAN WUPPERFELD (M)	3.51	CROSS COUNTRY; TRACK & FIELD
DESERT CHRISTIAN/LANCASTER	LINDSEY CASE (F)	3.70	SOFTBALL
DON BOSCO TECH	CALEB GLASSOW (M)	4.00	FOOTBALL
DOS PUEBLOS	JADEN MOORE (M)	4.00	WATER POLO
DOS PUEBLOS	SOPHIE SALEH (F)	4.00	CROSS COUNTRY; TRACK & FIELD
DOWNEY	JORDI MARQUEZ (M)	4.00	TENNIS
DOWNEY	KRISTIN CONDE (F)	3.86	SOFTBALL
DUARTE	ALEXANDER GONZALEZ (M)	3.79	SOCCER
DUARTE	ALEXANDRA MEJIA (F)	3.92	CROSS COUNTRY; SOCCER
EASTSIDE	APRILL MEDRANO (F)	3.98	BASKETBALL; SOFTBALL
EASTSIDE	HERBERTH ZELAYA DELAGADO (M)	3.63	CROSS COUNTRY; TENNIS; WRESTLING
EDISON	HAILEY CLINGAN (F)	3.60	FLAG FOOTBALL; SOCCER; TRACK & FIELD
EDISON	LOGAN SHILL (M)	3.60	FOOTBALL
EL DORADO	KATHERINE PARK (F)	4.00	SOCCER
EL DORADO	RYAN CHIA (M)	4.00	VOLLEYBALL
EL SEGUNDO	ABIGAIL OAUKNINE (F)	4.00	BASKETBALL
EL SEGUNDO	CONNOR MOORE (M)	4.00	SOCCER
EL TORO	KAVISH SHAH (M)	4.00	TENNIS
EL TORO	KIERA NGO (F)	4.00	TENNIS; TRACK & FIELD
ESTANCIA	AVA JOHNER (F)	4.00	BEACH VOLLEYBALL; SOCCER
ESTANCIA	MILES MOYER (M)	3.83	BASEBALL
EXCELSIOR CHARTER	FAITH DI MOLA (F)	4.00	VOLLEYBALL
EXCELSIOR CHARTER	RAYMOND BAIK (M)	4.00	FALL VOLLEYBALL; SOCCER; TRACK & FIELD
FAIRMONT PREP	LINDSAY YAO (F)	4.00	GOLF
FAIRMONT PREP	REZA MEHRINFAR (M)	3.83	CROSS COUNTRY; SOCCER
FAITH BAPTIST	JASLYN SAMPANG (F)	4.00	BASKETBALL; VOLLEYBALL
FAITH BAPTIST	MAX ALWAG III (M)	4.00	BASKETBALL; FOOTBALL
FLINTRIDGE SACRED HEART	ISABELLE RISHA (F)	4.00	BASKETBALL
FOOTHILL TECHNOLOGY	ALDER SWIERKOCKI (M)	4.00	SOCCER; TRACK & FIELD
FOOTHILL TECHNOLOGY	PIPER SINGLETON (F)	4.00	GOLF
FOOTHILL/SANTA ANA	MADELINE POSNER (F)	4.00	TENNIS
FOOTHILL/SANTA ANA	WILLIAM GRISWOLD (M)	4.00	SWIMMING & DIVING; WATER POLO
FULLERTON	JOSIAH JESSUP (M)	3.77	BASKETBALL; GOLF; WATER POLO
FULLERTON	REAGAN GLIDEWELL (F)	3.96	CROSS COUNTRY; SWIMMING & DIVING; TRACK & FIELD
GEFFEN ACADEMY AT UCLA	GABRIEL ROMANENKO (M)	3.76	SOCCER
GEFFEN ACADEMY AT UCLA	RENATA RESKALA (F)	4.00	CROSS COUNTRY; SWIMMING & DIVING



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SCHOOL	STUDENT NAME (GENDER)	GPA	SPORT
GLENN	HEAVEN LEE (F)	4.00	VOLLEYBALL
GLENN	ORACIO MACIAS ROMERO (M)	4.00	FOOTBALL
GRACE	BEN SOLOMON (M)	4.00	BASEBALL; BASKETBALL
GRACE	JULIA PHIPPS (F)	3.83	VOLLEYBALL
GREAT OAK	GIANNA YERKES (F)	4.00	FIELD HOCKEY; SOCCER
GREAT OAK	JAMES TREVINO (M)	3.83	FOOTBALL; SOCCER
HART HIGH	HALEY MOON (F)	4.00	TENNIS
HART HIGH	SOREN STEPHENSON (M)	4.00	TENNIS
HERITAGE	MARIAH LOGAN (F)	4.00	BASKETBALL
HERITAGE	AARON CONTRERAS (M)	3.75	BASKETBALL
HESPERIA	ANTONY NEWMAN-GOMEZ (M)	4.00	BASKETBALL
HESPERIA	SAMANTHA HERRERA (F)	4.00	SOCCER; TENNIS
HESPERIA CHRISTIAN	ARLAN KOESTER (M)	4.00	BASEBALL; BASKETBALL; FOOTBALL
HESPERIA CHRISTIAN	MACY PIORKOWSKI (F)	4.00	SOFTBALL; VOLLEYBALL
HOOVER/GLENDALE	FIONA GILBERT (F)	3.68	SWIMMING & DIVING; WATER POLO
HOOVER/GLENDALE	ZACK VAN PATTEN (M)	3.91	BASKETBALL; TRACK & FIELD
INDIO	RODRIGUEZ SIENNA (F)	3.88	SOFTBALL; TRACK & FIELD; VOLLEYBALL; WATER POLO
INDIO	TOSCANO-LEON ANGEL (M)	3.88	FOOTBALL; SOCCER
IRVINE	GUNNAR HANSON (M)	3.98	CROSS COUNTRY; SOCCER
IRVINE	KEIRA WHEELER (F)	4.00	TRADITIONAL COMPETITIVE CHEER
JSERRA CATHOLIC	JULIA HARKINS (F)	4.00	TENNIS
JSERRA CATHOLIC	WILLIAM SCHNEIDER (M)	4.00	WATER POLO
JURUPA VALLEY	JOAQUIN HUIZAR (M)	3.60	SWIMMING & DIVING; WATER POLO
JURUPA VALLEY	MAKENZIE DYER (F)	4.00	SWIMMING & DIVING; WATER POLO
LA CANADA	MAXWELL ROSEN (M)	4.00	WRESTLING
LA CANADA	KATELYN MATARESE	4.00	CROSS COUNTRY; TRACK & FIELD
LA HABRA	MEGAN HAMABE (F)	4.00	BASKETBALL
LA HABRA	THOMAS KAUFMAN (M)	4.00	BASEBALL
LA QUINTA/LA QUINTA	ADELINE VALENZUELA (F)	3.75	SWIMMING & DIVING; VOLLEYBALL; WATER POLO
LA QUINTA/LA QUINTA	AIDEN HERRERA (M)	3.73	SWIMMING & DIVING; WATER POLO
LA QUINTA/WESTMINSTER	CELINE NGUYEN (F)	4.00	CROSS COUNTRY; SOCCER; TRACK & FIELD
LA QUINTA/WESTMINSTER	JIMMY TRAN (M)	3.83	TENNIS
LAGUNA HILLS	BIANCA NICULA (F)	4.00	TENNIS
LAGUNA HILLS	NICOLAS FULLER (M)	4.00	VOLLEYBALL
LAKEWOOD	SOFIA GIBSON (F)	3.89	BEACH VOLLEYBALL; TRADITIONAL COMPETITIVE CHEER
LAKEWOOD	ANGELO FUNES (M)	4.00	SOCCER
LANCASTER BAPTIST	ETHAN RYAN HARTANTO (M)	4.00	BASKETBALL
LANCASTER BAPTIST	SOPHIA JONIE GEBALA (F)	4.00	CROSS COUNTRY
LAWNDALE	ALEXANDRA CALDERON (F)	3.95	SOFTBALL
LAWNDALE	ANDONY VELASQUEZ CARRILLO (M)	4.00	SOCCER
LE LYCEE	HIRAM LANNES (M)	3.94	SOCCER
LE LYCEE	JASMINE WELLS (F)	4.00	BASKETBALL; BEACH VOLLEYBALL; TENNIS; VOLLEYBALL
LENNOX ACADEMY	ANGEL SANTANA (M)	4.00	SOCCER
LENNOX ACADEMY	LINDA LEPE (F)	4.00	SOCCER
LOARA	ELENA TRAN (F)	4.00	TENNIS
LOARA	ZACK RODRIGUEZ (M)	4.00	FOOTBALL; SOCCER; TRACK & FIELD
LOS ALAMITOS	JACOB EVANS (M)	3.87	BASEBALL
LOS ALAMITOS	KAYLI LIEW (F)	3.90	BASKETBALL
LOS OSOS	ANDY YU (M)	4.00	GOLF
LOS OSOS	JESSICA DONG (F)	4.00	TENNIS
LOYOLA	SEAN KELLY (M)	4.00	VOLLEYBALL
LUTHERAN/ORANGE	CASSIDY DRISCOLL (F)	4.00	BASKETBALL; FLAG FOOTBALL; LACROSSE
LUTHERAN/ORANGE	TUSITALA ILI (M)	4.00	FOOTBALL; WRESTLING
MAGNOLIA	AUDREY JAQUES (F)	4.00	SOFTBALL; TRADITIONAL COMPETITIVE CHEER; VOLLEYBALL
MAGNOLIA	QUANG HO (M)	4.00	BASKETBALL; TENNIS
MARINA	QUINN HARTMAN (M)	4.00	BASEBALL; CROSS COUNTRY; SOCCER
MARINA	ASPEN CASTILLO (F)	4.00	FLAG FOOTBALL; SOCCER; TRACK & FIELD
MARK KEPPEL	ELVIN YANG (M)	4.00	SOCCER; TRACK & FIELD
MARK KEPPEL	KYLIE NG (F)	4.00	BASKETBALL
MESA GRANDE	EMILY ALLRED (F)	4.00	BASKETBALL; SOFTBALL; VOLLEYBALL
MILLER, A.B.	CASSANDRA RIVERA GARCIA (F)	4.00	BASKETBALL; TRACK & FIELD
MILLER, A.B.	GENESIS BROWN (M)	3.83	BASKETBALL; TRACK & FIELD



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SCHOOL	STUDENT NAME (GENDER)	GPA	SPORT
MIRA COSTA	JACOB GOLDBERG (M)	4.00	FOOTBALL
MIRA COSTA	MIA CRISERA (F)	4.00	SOCCER
MISSION VIEJO	CADENCE NEALE (F)	4.00	SOFTBALL
MISSION VIEJO	VICTOR NGUYEN (M)	4.00	TENNIS
MONTEBELLO	SAMANTHA ORTIZ (F)	3.93	TENNIS
MONTEBELLO	YAIR DOMINGUEZ (M)	3.97	CROSS COUNTRY; TRACK & FIELD
MURRIETA MESA	LEVI ALDERETE (M)	3.86	BASEBALL
MURRIETA MESA	MADISON CLARKE (F)	4.00	SOCCER; TRACK & FIELD
NEWBURY PARK	DANIELLE BROTCHE (F)	3.64	CROSS COUNTRY; TRACK & FIELD
NEWBURY PARK	DEV DOSHI (M)	3.58	CROSS COUNTRY; TRACK & FIELD
NEWPORT HARBOR	EMMA LESIER (F)	4.00	TRACK & FIELD
NEWPORT HARBOR	GAVIN DODMAN (M)	4.00	GOLF
NOGALES	IVAN FLORES (M)	3.29	BASEBALL; FOOTBALL
NOGALES	SOFIA VELASQUEZ (F)	3.71	VOLLEYBALL
NORCO	COLE HANSEN (M)	4.00	BASEBALL
NORCO	JAYLIN YOUNG (F)	3.17	FLAG FOOTBALL; LACROSSE; SOCCER; TRACK & FIELD
NORDHOFF	ADELA MELLON (F)	3.78	LACROSSE
NORDHOFF	ROWAN GILLOOLY (M)	4.00	TENNIS
NORTH TORRANCE	ABDULREHMAN BHOLAT (M)	3.75	WRESTLING
NORTH TORRANCE	ERIN LOUIE (F)	4.00	TENNIS
NORTH, J.W.	JASPER ANG (M)	3.83	VOLLEYBALL
NORTH, J.W.	LILIA TOMOFF (F)	4.00	TENNIS
NOTRE DAME/RIVERSIDE	LILLY WEBSTER (F)	4.00	SWIMMING & DIVING; WATER POLO
NOTRE DAME/RIVERSIDE	PABLO PUMA (M)	3.83	BASKETBALL; CROSS COUNTRY
NOTRE DAME/SHERMAN OAKS	AUSTIN KRISCHER (M)	4.00	SOCCER
NOTRE DAME/SHERMAN OAKS	RAQUEL LAMPLE (F)	4.00	CROSS COUNTRY; TRACK & FIELD
NOVA ACADEMY EARLY COLLEGE	KIM HOANG (F)	4.00	BASKETBALL
OAK HILLS	ISAIAH SHARKY (M)	4.00	BASKETBALL
OAK HILLS	KENDALL NESS (F)	4.00	SOCCER; VOLLEYBALL
OAK PARK	DREW KOVAL (M)	4.00	TENNIS
OAK PARK	EMALINE ALIKIAN (F)	4.00	FLAG FOOTBALL; LACROSSE; SOCCER
OCEAN VIEW	ABIGAIL BABIKIAN (F)	4.00	CROSS COUNTRY; TRACK & FIELD
OCEAN VIEW	BRAYDEN ACKERMAN (M)	3.97	BASKETBALL
ORANGE	KIMBERLY LIMON (F)	4.00	BASKETBALL; FLAG FOOTBALL; TRACK & FIELD
ORANGE	SEAN PEREZ (M)	4.00	BASKETBALL
PACIFICA/OXNARD	ALAN ALFARO (M)	4.00	BASKETBALL; VOLLEYBALL
PACIFICA/OXNARD	BRYANNA AYALA (F)	3.83	VOLLEYBALL
PALM DESERT	BROCK MANTANONA (M)	3.67	WRESTLING
PALM DESERT	REAGAN VAN HORN (F)	3.83	SOCCER
PALMDALE ACADEMY CHARTER	ISABELLA ARZETA (F)	4.00	SOCCER
PALMDALE ACADEMY CHARTER	NATHANIEL VILLALOBOS-TORRES (M)	4.00	SOCCER
PALMDALE AEROSPACE ACADEMY	ANGEL ZAMORA (M)	4.00	CROSS COUNTRY
PALMDALE AEROSPACE ACADEMY	CATHRYNE ALVARADO (F)	4.00	BASKETBALL
PALOS VERDES	ALEXANDER NAEHU (M)	4.00	CROSS COUNTRY; TRACK & FIELD
PALOS VERDES	NAOMI GAN (F)	4.00	LACROSSE
PENINSULA	KATARA CHANG (F)	3.92	BASKETBALL; FLAG FOOTBALL; LACROSSE
PENINSULA	RILEY HORN (M)	3.92	BASEBALL
POLY/LONG BEACH	JOSEPHINE GORE (F)	4.00	BEACH VOLLEYBALL; VOLLEYBALL
POLY/LONG BEACH	LUKE BUGGS (M)	4.00	BASKETBALL; FOOTBALL
POLY/RIVERSIDE	ANTONIO BUAN (M)	4.00	SWIMMING & DIVING; WATER POLO
POLY/RIVERSIDE	JULIA BAILEY (F)	4.00	FLAG FOOTBALL; SOCCER
PROVIDENCE/BURBANK	DILLON YELL (M)	4.00	CROSS COUNTRY; TRACK & FIELD
PROVIDENCE/BURBANK	OLYVIA RUTTER (F)	4.00	SOFTBALL
QUARTZ HILL	CONNOR GREGORY (M)	4.00	BASEBALL
QUARTZ HILL	SKYLER BILLIPS (F)	3.83	SOFTBALL
RAMONA	AKAYLA CHAPLE (F)	4.00	BASKETBALL
RAMONA	DIEGO CASILLAS (M)	4.00	BASEBALL
RANCHO CUCAMONGA	BRADEN LONGO (M)	3.83	BASEBALL; SOCCER
RANCHO CUCAMONGA	PRAGNYA KORTI (F)	4.00	TENNIS
RIM OF THE WORLD	COLE PAXTON (M)	4.00	BASEBALL; BASKETBALL; FOOTBALL
RIM OF THE WORLD	MACKENZIE CERWIN (F)	4.00	SOCCER; VOLLEYBALL



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SCHOOL	STUDENT NAME (GENDER)	GPA	SPORT
RIO MESA	HARNOOR SINGH (M)	4.00	TENNIS
RIO MESA	JILL LAN (F)	4.00	BEACH VOLLEYBALL; VOLLEYBALL
ROSARY ACADEMY	SPENCER THIEMANN (F)	3.86	SWIMMING & DIVING; VOLLEYBALL; WATER POLO
ROSEMEAD	AIDAN NGUYEN (M)	3.92	CROSS COUNTRY; TRACK & FIELD
ROSEMEAD	SHARON TIET (F)	4.00	BASKETBALL; SOFTBALL; VOLLEYBALL
ROWLAND	JARRON CHUA (M)	4.00	CROSS COUNTRY; TRACK & FIELD
ROWLAND	KAILI MENDOZA (F)	3.83	GOLF; SWIMMING & DIVING; WATER POLO
ROYAL	REAGAN BYSTROM (F)	4.00	TENNIS
ROYAL	WYATT SIGLER (M)	4.00	BASKETBALL
RUBIDOUX	JAZLENE REYNOSO (F)	3.60	SOCCER; TENNIS; TRACK & FIELD
RUBIDOUX	URIAL GARIBAY (M)	3.83	FOOTBALL; SWIMMING & DIVING; T&F; WRESTLING
SACRED HEART/LOS ANGELES	XITLALI BOTTS (F)	3.88	BASKETBALL; FLAG FOOTBALL; TRACK & FIELD
SAGE HILL	ARDEN STOBART (F)	4.00	TENNIS
SAGE HILL	DANIEL JOSHI (M)	4.00	CROSS COUNTRY; SOCCER; TRACK & FIELD
SAMUELI ACADEMY	ARTEMIO TELLEZ (M)	3.53	SOCCER
SAMUELI ACADEMY	SOFIA SEVILLA (F)	4.00	CROSS COUNTRY; SOCCER; TRACK & FIELD
SAN BERNARDINO	ALEJANDRO DAVALOS (M)	3.94	FOOTBALL; TENNIS; TRACK & FIELD; TCC
SAN BERNARDINO	JASMINE RAMIREZ (F)	3.92	BASKETBALL
SAN CLEMENTE	NICOLE ROD (F)	3.88	LACROSSE
SAN CLEMENTE	SPENCER MATTA (M)	4.00	GOLF
SAN DIMAS	MILANO MATTSON (F)	4.00	TENNIS
SAN DIMAS	NICHOLAS TATEVOSSIAN (M)	4.00	VOLLEYBALL; WATER POLO
SAN FERNANDO VALLEY ACADEMY	JASMINE MARTINEZ (F)	4.00	BASKETBALL; VOLLEYBALL
SAN FERNANDO VALLEY ACADEMY	JUSTIN GALDUEN (M)	3.82	BASKETBALL
SAN GABRIEL MISSION	ALICIA OLMOS GARCIA (F)	3.55	BASKETBALL
SAN JACINTO VALLEY ACADEMY	JAMES HENDERSON (M)	3.69	BASKETBALL; FOOTBALL; TRACK & FIELD; VOLLEYBALL
SAN JACINTO VALLEY ACADEMY	SAMANTHA RODRIGUEZ (F)	4.00	SOFTBALL; VOLLEYBALL
SAN MARCOS/SANTA BARBARA	ANDREW ROBILIO (M)	4.00	CROSS COUNTRY; TRACK & FIELD
SAN MARCOS/SANTA BARBARA	NATASHA STAPF (F)	4.00	BASKETBALL
SAN MARINO	ELIJAH CHIN (M)	3.80	BASKETBALL
SAN MARINO	TESSA KACKSTETTER (F)	4.00	VOLLEYBALL
SANTA BARBARA	DANA WHITNEY (M)	4.00	VOLLEYBALL
SANTA BARBARA	LUCY FISHER (F)	4.00	BEACH VOLLEYBALL; VOLLEYBALL
SANTA CLARA	ANDY PIMENTAL (M)	4.00	BASKETBALL; FOOTBALL
SANTA CLARA	ARIANA SALAZAR (F)	4.00	SOCCER
SANTA MARGARITA	AARON HUANG (M)	4.00	GOLF
SANTA MARGARITA	XIHAN LIN (F)	4.00	SWIMMING & DIVING
SERRA	TEMIA HOPE (F)	4.00	VOLLEYBALL
SERRA	TRAVIS LEONARD (M)	4.00	FOOTBALL
SERVITE	AENEAS MIRES (M)	4.00	SOCCER
SOUTH HILLS	FRANKLIN MORALES (M)	4.00	BASEBALL
SOUTH HILLS	KAYLA SIGALA (F)	4.00	SOFTBALL
SOUTH PASADENA	KEERAN MURRAY (M)	4.00	TRACK & FIELD
SOUTH PASADENA	MIA HOLDEN (F)	4.00	TRACK & FIELD
SOUTH TORRANCE	DANIEL ZHOU (M)	4.00	TENNIS
SOUTH TORRANCE	SHUBHANGI WALDIYA (F)	4.00	TENNIS
SOUTHLANDS CHRISTIAN	ANGELINA SUN (F)	3.95	SOFTBALL; TRACK & FIELD; VOLLEYBALL
SOUTHLANDS CHRISTIAN	IAN CHUNG (M)	3.86	VOLLEYBALL
ST. ANTHONY	CHANDLER YOUNG (M)	4.00	BASKETBALL
ST. ANTHONY	RYANN BENNETT (F)	4.00	BASKETBALL
ST. BERNARD	KENDYL SANDERS (M)	3.50	BASKETBALL
ST. BERNARD	NAY'LANI GRAINER (F)	4.00	VOLLEYBALL
ST. BONAVENTURE	ALESSIA SPIES (F)	3.70	SOCCER
ST. BONAVENTURE	COLIN SASEK (M)	4.00	CROSS COUNTRY; SOCCER; TRACK & FIELD
ST. FRANCIS	PRESTON JERNEGAN (M)	3.80	FOOTBALL
ST. JOHN BOSCO	IVAN MORAN (M)	4.00	SOCCER; TRACK & FIELD
ST. LUCYS	MIKAYLA GUTIERREZ (F)	4.00	CROSS COUNTRY; SOCCER; TRACK & FIELD
ST. MARGARETS EPISCOPAL	GABRIELLA EIFRIG (F)	4.00	BEACH VOLLEYBALL; GOLF
ST. MARGARETS EPISCOPAL	MAX RUFF (M)	4.00	FOOTBALL
SUMMIT	ANDRE CISNEROS (M)	4.00	TENNIS
SUMMIT	NATALIE BARRERAS (F)	4.00	TRADITIONAL COMPETITIVE CHEER



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SUNNY HILLS	AIDAN FICHTELBERG (M)	4.00	SOCCER
SUNNY HILLS	ERIN CHOI (F)	4.00	BASKETBALL
TEMECULA VALLEY	AVERY STEELE (F)	4.00	TENNIS
TEMECULA VALLEY	ZACHARY CARPENTER (M)	3.80	WATER POLO
TEMESCAL CANYON	KOLENA APANA (F)	3.83	BASKETBALL; TRACK & FIELD
TEMESCAL CANYON	MATTHEW YUTUC (M)	3.91	BASEBALL
TESORO	CARLO VELLANDI (M)	4.00	CROSS COUNTRY; TRACK & FIELD
TESORO	SOPHIA CORNISH (F)	4.00	WRESTLING
THOUSAND OAKS	ELIAS CHIN (M)	4.00	BASKETBALL
THOUSAND OAKS	IVY WILLIAMS (F)	4.00	SOCCER
TORRANCE	KENNEDY TURNER (F)	4.00	BASKETBALL; BEACH VB; SOCCER; SOFTBALL; VOLLEYBALL
TORRANCE	TOTH NICHOLAS (M)	4.00	TENNIS
TRABUCO HILLS	DUSTYN BURNS (M)	3.57	BASEBALL; WATER POLO
TRABUCO HILLS	JORDAN PERRY (F)	3.80	SOCCER
TUSTIN	GENESIS GUZMAN (F)	3.83	TRACK & FIELD; VOLLEYBALL
TUSTIN	WANDER SETH (M)	3.50	BASEBALL; FOOTBALL
UNIVERSITY	ALEC APELIAN (M)	3.98	BASKETBALL; VOLLEYBALL
UNIVERSITY	RILEY HERTSTEIN (F)	3.77	FLAG FOOTBALL; SOCCER; TRACK & FIELD
VALLEY CHRISTIAN/CERRITOS	CHLOE TAYLOR (F)	4.00	VOLLEYBALL
VALLEY CHRISTIAN/CERRITOS	EDSON BLECHNER (M)	4.00	SOCCER
VASQUEZ	HARTLEY LUNDQUIST (F)	3.83	BASKETBALL; FLAG FOOTBALL; SOFTBALL
VASQUEZ	KRIS HORTON (M)	3.83	BASEBALL; BASKETBALL
VENTURA	EMILY SEHATI (F)	4.00	TENNIS
VENTURA	HOLLIS COSTA (M)	4.00	CROSS COUNTRY; TRACK & FIELD
VERBUM DEI JESUIT	JACOB LOPEZ (M)	3.78	BASEBALL; SOCCER
VILLA PARK	JASON TRINH (M)	4.00	TENNIS
VILLA PARK	MORGAN SHAFFER (F)	4.00	TENNIS
VILLAGE CHRISTIAN	RHIANA MCKEE (F)	4.00	BEACH VB; CROSS COUNTRY; TRACK & FIELD; VOLLEYBALL
VILLAGE CHRISTIAN	WINSTON PETERSON (M)	4.00	BASEBALL
VISTA MURRIETA	BRYCEN RUUD (M)	4.00	FOOTBALL; LACROSSE
VISTA MURRIETA	LAUREN SAMMON (F)	4.00	GOLF
VISTAMAR	JUSTIN HUEBNER (M)	4.00	BASKETBALL
VISTAMAR	NAOMI BLOOM (F)	3.94	VOLLEYBALL
WALNUT	DYLAN SHAM (M)	4.00	GOLF
WALNUT	KATELYN LU (F)	3.91	BASKETBALL
WARREN	JULIA GONZALEZ (F)	3.91	FLAG FOOTBALL
WARREN	MATTHEW ROBLES (M)	3.97	GOLF
WEBB	ISABEL KIM (F)	4.00	SWIMMING & DIVING; WATER POLO
WEBB	ZICONG YANG (M)	4.00	SOCCER
WEST RANCH	BRENNAN LEEM (M)	4.00	BASKETBALL
WEST RANCH	MADLINE CHOI (F)	4.00	SWIMMING & DIVING
WEST TORRANCE	AVERY WHITE (F)	4.00	SWIMMING & DIVING; WATER POLO
WEST TORRANCE	MICAH TAW (M)	4.00	CROSS COUNTRY; GOLF
WEST VALLEY	KAI LOERA (M)	4.00	VOLLEYBALL
WEST VALLEY	PEREZ FLORES NATALIE (F)	4.00	SOCCER
WESTERN CHRISTIAN	ALEXIS PEARSON (F)	4.00	BASKETBALL; TRADITIONAL COMPETITIVE CHEER
WESTERN CHRISTIAN	RYDER BURDETT (M)	4.00	BASEBALL; BASKETBALL
WESTLAKE	ARIANA LIU (F)	4.00	TENNIS
WESTLAKE	KAYDEN ELSOKARY (M)	3.86	BASKETBALL
WESTMINSTER	BENJAMIN BURNS (M)	4.00	FOOTBALL
WESTMINSTER	ISABELLE MIRANDA (F)	3.86	FLAG FOOTBALL; SOFTBALL
WHITNEY	JOSEPH WHITTAKER (M)	4.00	BASKETBALL; CROSS COUNTRY
WHITNEY	KYLIE WANG (F)	3.82	BASKETBALL
WILSON/LONG BEACH	ELAH PIZANO (F)	4.00	BASKETBALL
WILSON/LONG BEACH	LEONARDO PEREZ (M)	4.00	CROSS COUNTRY
WISEBURN DA VINCI	MARIZEL PORTOCK (F)	4.00	VOLLEYBALL
WISEBURN DA VINCI	RANA KAPADIA (M)	3.97	VOLLEYBALL
WOODCREST CHRISTIAN	GRACE VANHAASTER (F)	4.00	TENNIS
WOODCREST CHRISTIAN	SEAN EPERJESI (M)	4.00	SOCCER
WORKMAN	ALEX GARCIA (M)	4.00	BASKETBALL; VOLLEYBALL
WORKMAN	ARIANA FELIX (F)	4.00	BASKETBALL; SOFTBALL; VOLLEYBALL



CIF SOUTHERN SECTION - FORD
Athlete of the Year
2023-2024 INDIVIDUAL WINNERS

SCHOOL	STUDENT NAME (GENDER)	GPA	SPORT
YUCAIPA	ISABELLA LOPEZ DAVIS (F)	3.95	SOCCER; TRACK & FIELD
YUCAIPA	SCOTT CARICATO (M)	3.87	CROSS COUNTRY; TRACK & FIELD
YULA (YESHIVA)	CANDACE VILLAVICENCIO (F)	3.70	SOCCER; VOLLEYBALL
YULA (YESHIVA)	JONATHAN FRIED (M)	3.82	FALL BOYS SOCCER

New Logos



New Championship Logos



Girls Beach Volleyball



*Wrestling
(Gender Neutral)*



Stunt




Traditional Competitive Cheer



Girls Flag Football

2024 CIF SOUTHERN SECTION

ATHLETIC ADMINISTRATORS SUMMIT

PRESENTED BY  eTeamSponsor

Save the Date

LOCATION

The Riverside Convention Center
3637 5th St, Riverside, CA 92501

DATE

Monday, October 7, 2024



1F1

C. I. F. SOUTHERN SECTION
Treasurer's Report
Executive Committee Meeting
March 19, 2024

I. CIF-SS ANNUAL AUDIT (2022-23):

- A. Harrington Group concluded audit fieldwork.
1. Preparing final financial statements, audit report and tax return.
 2. Proposal for audit acceptance at next Executive Committee meeting, following Audit Committee meeting.
 3. Would have been this meeting, however Mitch is on planned vacation!

II. CALIFORNIA DEPARTMENT OF EDUCATION GRANT

- A. \$2,712,150 million to spend in fiscal 2022-23 and 2023-24.
1. \$1,573,040 spent on Membership Sports fees waived.
 2. \$200,640 spent on Golf Entry/Track Official fees waived.
 3. \$197,484 spent on Athletic Admin Summit fees waived and Marketing expenses.
 4. \$458,586 spent on Legal & Insurance.
 5. \$130,120 spent on Scholarships (Donations, NASO, & C4C).
 6. \$152,280 spent on CIF-SS History project and off-set other operating expenses.
 7. \$0 left to spend.

III. CONGRATULATIONS TO SHARON HODGE!!!

- A. Celebrating 35 years with the CIF Southern Section on April 5, 2024.



10932 Pine Street
Los Alamitos, California 90720

Telephone: (562) 493-9500

CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM**

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

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

Date: 1/11/2024

Submitted by:

Name of representative: Alfredo Resendiz

School of representative: Muir HS Telephone: 6263965600_____

Check one of the following:

League Proposal. Name of League: Pacific League

Advisory Committee Proposal. Committee Name:

Executive Committee Proposal. Submitted by: _____

Rule Change:

Rule Number Affected: **PLAYOFFS Article 340 Section 3400.2**

Implementation Date: February 2025

Abstract: (Please add any supporting documents.)

"No playoffs will be conducted by the CIF Southern Section Office when less than 20% of the membership field teams in that sport, **unless Regional or State Championships are conducted in that sport under the jurisdiction of the CIF State office.**"

Rationale:

- Only Sport this impacts is Badminton, the only Co-Ed sport in CIFSS
- Badminton is a CIF State Championship sport yet the Southern Section currently conducts no Championships in the sport.
- All other CIF sections recognize badminton as a championship sport
- Badminton has been played in the Southern Section for more than 50 years and, as acknowledged by CIF-State, serves a population that does not commonly receive CIF Championship opportunities.

Council First Read: April 2024 **Council Action Date:** September 2024

Date Proposal will take effect on member schools: February 2025

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

Financial Impact on CIF-SS member schools: There is no financial impact on CIF-SS member schools.

Financial Impact on CIF-SS Leagues: There is no financial impact on CIF-SS leagues.

Financial Impact on CIF-SS. There is essentially no financial impact on CIF-SS. The assumption is that CIF-SS will need to cover the expenses for awards, however, HL Corp has been covering the cost for badminton awards for the past 20+ years and will continue to do so.

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:

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

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

The _____ League 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,
The host team shall wear ~~white~~ **dark** colored jerseys.”



10932 Pine Street
Los Alamitos, California 90720

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

CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM**

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

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

Date: February 29, 2024

Submitted by:

Name of representative: Jim Perry – CIF Southern Section Executive Committee President

School of representative: Huntington Beach Union High School District Telephone: 714-779-1986

Check one of the following:

- League Proposal. Name of League:
- Advisory Committee Proposal. Committee Name: Officials Fees Committee
- Executive Committee Proposal. Submitted by: Jim Perry

Rule Change:

Rule Number Affected: 1222.7 Implementation Date: Immediate

Abstract: (Please add any supporting documents.)

Donations to officials associations are prohibited as a means to circumvent the approved officials fees structure or to procure specific officials for games.

Council First Read: March 21, 2024 **Council Action Date:** September 26, 2024

Date Proposal will take effect on member schools: September 27, 2024

See reverse side for additional information.

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

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

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

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

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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, The host team shall wear ~~white~~ **dark** colored jerseys.”

1222. OFFICIALS FEES

1222.1 All fees listed in this section were approved by the CIF-SS Council and are the only fees to be paid by member schools. Officials are to be paid in a timely manner. Failure to do so may result in CIF Southern Section sanctions.

1222.2 All member schools of a particular league shall pay the same fee regardless of enrollment.

1222.3 The established officiating fees are listed below.

1222.4 In the case of a “no show” official, member schools shall pay the official who works his/her regular game fee only.

1222.5 When two officials are requested and only one is assigned, member schools shall pay the one official fee for the contest.

1222.6 Payment to assignors for changes, after schedules have been submitted by athletic director:

- * \$5.00 for each change of contest, date, time or location.
- * Schools will have the option of reassigning their own games with certified officials. If schools handle their own reassignment, there will be no fee paid to the assignor (the officials originally assigned to the contest have the first option for reassignment)
- * Schools will not be charged a reassignment fee if the changes are due to weather, act of God, or natural disaster.

1222.7 Donations to officials associations are prohibited as a means to circumvent the approved officials fees structure or to procure specific officials for games.



New Member School Evaluation Form

School Name Arcadia Christian

Principal Edward Limon Yrs. as Principal 6 CIF/Athletic Background? Yes

Athletic Director Jon Rodriguez Yrs. as A.D. 0 CIF/Athletic Background? Yes

Date of Contact

Notes

Visit/Phone Site Visit on 4-30-24

Enrollment	Current	Next Year	Target (3-5 years)
Grade 9	7	5	15
Grade 10	0	6	15
Grade 11	0	0	15
Grade 12	3	3	15

Sports Fielding: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track and Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
	Cross Country (Fall)		Cross Country (Fall)
	Basketball (Winter)		Basketball (Winter)
	Badminton (Spring)		Badminton (Spring)
	Track and Swim (Spring)		Track and Swim (Spring)
	Golf (Spring)		Golf (Fall)
	Volleyball (Spring)		

Current Athletic Competition: Nothing Currently

Facilities: A gym at Temple City Immanuel Church would be used for basketball and volleyball. Other sports would be on campus.

Commitment to abide by:

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

Comments: Ed Limon and Jon Rodriguez have a vision for athletics and a healthy perspective on the value that they can bring to the school environment. They have a desire to see athletics thrive at Arcadia Christian. They have included a number of sports that individuals could participate in, in lieu of having an entire team. It appears that enrollment numbers would need to improve and be sustained in order for the school to support meeting the minimum requirements of CIF membership. It is believed that by adding viable sports options that enrollment will improve.

Membership Recommendation: Full Membership Probationary Membership Do not Recommend Membership

David Parkes - Small Schools Area
Executive Committee Member - Area Representative (Please sign and print name)



CIF Southern Section Application for Membership
2024-25 School Year
ALL INFORMATION MUST BE TYPED

Name of School Arcadia Christian High School
Street Address 1900 S. Santa Anita Ave.
City and Zip Code Arcadia
School Telephone 626.574.8221 Athletic Telephone 626.574.8229 Fax _____
School Website arcadiachristianschool.org

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 7 coe 10th _____ 11th 3 coe 12th _____
Total Number of Current Year Students 10
Anticipated Future Enrollment 3 Years Hence 30 5 Years Hence 50
New Public High Schools under Construction – Planned Opening Date _____
Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

Arcadia Christian High School goal is to provide the opportunity for our stu

Athletic Administration

Name of Principal Edward Limon Principal's email elimon@acslions.com
Name of Athletic Director Jon Rodriguez Athletic Director's email jrodriguez@acslions.com

Accreditation

WASC, Association of Classical Christian Schools

Name and Address of Accrediting Organization _____

Facilities

Sport	Practice Facility	Game Site and Location
Cross Country	ACHS Campus	TBA
Badmitten	ACHS Campus	Temple City Immanuel C
Swimming	Off Campus	TBA
Golf	Off Campus	TBA
B-Volleyball	Off Campus	Temple City Immanuel C
B-Basketball	On Campus	Temple City Immanuel C
G-Basketball	On Campus	Temple City Immanuel C

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

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: **APRIL 1**

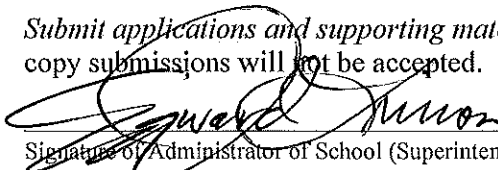
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, 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 April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

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



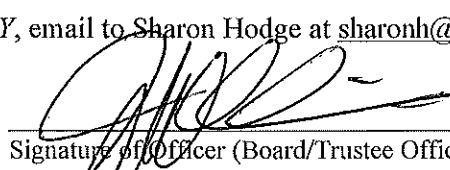
 Signature of Administrator of School (Superintendent/Principal)

Arcadia Christian High School

Name of School

March 26, 2024

Date



 Signature of Officer (Board/Trustee Officer)

Private

Name of District Board

March 26, 2024

Date

CIF Southern Section Executive Committee Review and Approval Status

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



ARCADIA CHRISTIAN
ATHLETICS


Athletic Program Goals and Objectives

Arcadia Christian High School goal is to provide the opportunity for our students to participate in athletic events that will build character and the never give up spirit, which is built into our schools motto...Faith. Character. Heart. Service.

As the high school grows we would like to add athletic teams for boy's and girl's, yet currently focus on individual sports to help move our high school athletic program forward. Jon Rodriguez has recently been hired and will begin to work on AD duties come April 2024. His objective will be to build relationships with students and the parents to help build the sports teams we will offer, plus hire coaches, while prepping the sports calendar for the 2024-2025 school year.

Edward Limon

Printed Name



Signature

March 26, 2024

Date

Private School Affidavit 2023–24

Completed Affidavit

Yes, the school is a full-time private school and meets the exemptions as set forth in EC Section 48222 .

School Information

School Name: Arcadia Christian School

CDS Code: 19642616977045

County: Los Angeles

District: Arcadia Unified

Type of School: Coeducational

School Accommodations: Day Only

School Provides Special Education: Yes

Low Grade: Kindergarten

High Grade: Grade Eleven

High School Diploma Offered: Yes

Classification of School: Nondenominational

School Address

Physical Address: 1900 South Santa Anita Avenue, Arcadia, CA 91006

Mailing Address: 1900 South Santa Anita Avenue, Arcadia, CA 91006

School Contact Information

Phone: (626) 574-8229

Fax: No Data

Primary Email: elimon@acslions.com

Website: <https://arcadiachristianschool.org/>

Administrative Staff

Administrator

Title: Principal

Name: Mr. Edward Limon

Email: elimon@acslions.com

Phone: (626) 574-8229

Address: 1900 S. Santa Anita Ave., Arcadia, CA 91006

Director

Title: Principal

Name: Mr. Edward Limon

Email: elimon@acslions.com

Phone: (626) 574-8229

Address: 1900 South Santa Anita Ave., Arcadia, CA 91006

School Records

Per Education Code (EC) Section 33190 , private schools are required to maintain the following records, provide the location of these records, and name a custodian of records.

1. The records required per EC Section 48222 .
2. The courses of study offered by the institution.
3. The names and addresses, including city and street, of its faculty, together with a record of the educational qualifications of each.

Title: Principal

Name: Mr. Edward Limon

Address: 1900 S. Santa Anita Ave., Arcadia, CA 91006

Phone: (626) 574-8229

Email: elimon@acslions.com

Records Location: 1900 S. Santa Anita Ave., Arcadia, CA 91006

Tax Status

Tax-exempt, Nonprofit Status Under 501(c)(3) of the U.S. Internal Revenue Code: Yes

Tax-exempt, Nonprofit Status Under Section 23701d of the California Revenue and Taxation Code: No

Property Tax Exemption Under Section 214 of the California Revenue and Taxation Code: No

None of the Above: No

Signature

Title: Principal / CEO

Name: Edward Limon

Email: elimon@acslions.com

Confirmation

Date & Time Filed: 08/14/2023 11:32 AM

Confirmation Message Sent To: elimon@acslions.com

Page Generated: 02/26/2024 10:16 AM

Substantive Change Explanation Form
Arcadia Christian School (Arcadia, CA)

School: Arcadia Christian School

(1900 S. Santa Anita Avenue, Arcadia, California 91006)

Received: 6/6/2023

Submitted by: Edward Limon, Arcadia Christian School Principal - elimon@acsllions.com

Review Id: R69903

Type of Substantive Change: Change in grade level configuration

Effective Date of Change: 8/1/23

Brief Description of Substantive Change:

Reason for Substantive Change:

We will be adding 11th grade to our school program

Effects of Substantive Change:

No effect on the educational program, yet provides our current high school students to continue towards their high school diploma.

Updated Details for Substantive Change:

Add Grades: 11

• We will be adding 12th grade to our school program for the 2024-2025 school year.





Arcadia Christian School

Head of School: August 2018 - present

Highlights of Qualifications:

- 26 years experience as an educator: served as a teacher, Campus Pastor; Dean of Students and currently Principal/Head of School

1997 - 1998: Calvary Temple Christian School, Modesto, CA Athletic Director and Sixth Grade Teacher

1998 - 2001: Modesto Christian High School, Modesto, CA Bible Teacher, Chapel Coordinator, Class Advisor

2001 - 2016: Big Valley Christian High School, Modesto, CA Bible Teacher, Campus Pastor/Chapel Coordinator (2002-2013), Student Government Advisor (2003-2007), Class Advisor

2016 - 2018: Carnegie Schools, Riverside, CA, Dean of Students

2018 - Present Arcadia Christian School, Principal

- 28 years experience as a high school Varsity Head Soccer Coach.

1986-88, 90	Vanguard University Men's Soccer
1988-1990	JV Boy's Head Coach Costa Mesa High School
1991	Varsity Boy's Head Coach Costa Mesa High School
1991-1992	Varsity Boy's Assistant Fremont Christian High School
1991-1993	Varsity Girl's Head Coach Fremont Christian High School
1993-1995	Varsity Boy's Head Coach American High School
1997	Varsity Boy's Head Coach Calvary Temple Christian High
1998-2000	Varsity Boy's Head Coach Modesto Christian High School
2002-2004	Co-ed Head Coach Big Valley Christian High School (started program)
2001-2013	Varsity Boy's Head Coach Big Valley Christian High School
2006-2016	Varsity Girl's Head Coach Big Valley Christian High School (started girl's program)
2012, 2014	CCAA Girls Soccer Coach of the Year
2013	CCAA Boy's Soccer Coach of the Year
2016	CIF San Joaquin Section Community Service Award: Lady Lions Pink Power Night

Coached in the following CIF Sections - Southern Section 1988-1991
North Coast Section 1992-95
SAC-Joaquin Section 1998-2016

While coaching at Big Valley Christian High School (2006-2016), I started in 2010 as an event to celebrate life; cancer awareness; and raise money for a local organization. Our first event saw 50 people attend and raised \$250. By 2016 the annual anticipated event grew to include a parents silent auction; raffle tickets; a crowd up to 300+, raising over \$1200 in one night. In six years the event raise nearly \$7,000.00 for our charity group, Chemo Crew. In 2016 the Lady Lions Soccer Program was recognized and rewarded by the San Joaquin CIF Section, the Dick Nelson Community Service Award.

Education

MA in Counseling, Liberty University, Lynchburg, VA 2015

BA in Religion, Vanguard University, Costa Mesa, CA 1991

Jonathan Rodriguez

| 626.722.1522 | JonRodriguez82@outlook.com

Objective

Results-driven, with a proven track record of successfully leading and enhancing programs. Adept at fostering a positive culture, driving team excellence, and ensuring compliance with regulatory standards. Seeking to leverage leadership, strategic planning, and communication skills to elevate the workplace, foster development, and achieve overall success.

Education

- Azusa Pacific University B.A. Business Admin. 2006

MANAGING PARTNER, CA FLAT FEE REAL ESTATE, 9/2020 - PRESENT

- Started a real estate brokerage that saves clients tens of thousands while still offering full-service
- Over \$800,000 in client's savings
- Countless Community partnerships through the Board of Director position at Arcadia Chamber of Commerce
- Recipient of Chamber Service Award & Board Member of the Year Award

PRESIDENT CEO, IRWINDALE CHAMBER OF COMMERCE, 1/2019 – 9/2020

- Increase major contributions from \$77,000 (2019) to \$114,000 (2020)
- Institute Standard Operating Procedures for Chamber events, committee and board meetings
- Increase Major Contributors partnerships from 21 (2019) to 43 (2020)
- Along with the Chair of the Board and officers selected qualified personnel for volunteer committee work.
- Directs/Organizes specific projects for volunteer committees
- Guiding the development and execution of the Chamber's overall business plan officers within the policy framework adopted by the Board of Directors.
- In consultation with the Board of Directors, assists in planning long-range policies for achievement of Chamber and Community goals.
- In consultation with the Board of Directors development and implementation of strategic plan with deliverables and assessable goals
- Actively worked to assist small businesses with ongoing training/networking opportunities and counseling to members on problems affecting the local economy.

SENIOR DIRECTOR OF PROGRAMS, SANTA ANITA FAMILY YMCA, 7/2014-9/2018

- Manage all community interaction with City of Monrovia/Duarte/Arcadia/Irwindale/Azusa government officials
- Build relationships with area business owners/community leaders and other Non-profit organizations
- Creation, implementation, and Management of Membership, Healthy Lifestyles, and Sports budgets
- Managing of 20 hourly employees and monitoring all aspects of member engagement
- Creation and Implementation of Aquatics and Camp Budgets
- Grown total member units by 641 to date (Jan 2015-July 2017)
- Sports program revenue growth by 14% under my supervision
- Grown volunteer engagement in sports department and kid-zone from a total of 3 in 2016 to 52 at time of departure
- Editor of Monthly Newsletter, with distribution to over 6500 households and organizations
- Manager and execution of Annual Healthy Kids Day event with attendance of over 5000 Community residents
- Create and maintain a system for processing financial aid paperwork for both the youth and membership departments.

GENERAL MANAGER OF INDOOR SPORTS FACILITIES, 4/2007-7/2014

- Management of \$200,000-\$8 million-dollar operating budgets; including operation of a full restaurant and bar, with full P/L responsibilities
- Implement systems to improve payment collection percentages from 65% to 94%
- Increase member retention by 30% and member acquisition by 21%
- Evaluate and rebuild youth soccer, football, and basketball programs.
- Management of up to 71 employees during regular season and upwards of 120 in summer months
- Oversaw youth programming of over 400 plus teams, 600 adult league teams, Lil Kicker program of over 300 enrollees

Coaching Resume

Los Altos High School Men's Basketball JV Head Coach/Varsity Asst. Coach 2001-2012, 2016-2018

Assist the HC with all practice curriculum

Participate in annual fundraising campaigns

Ensure that student athletes are taking an active role in representing LAHS outside of sports in a positive manner

Record 205-65

Victor Valley College Men's Basketball Assistant Coach 2013-2016

Generate Offensive and Defensive game plans for all conference opponents

Recruiting coordinator for Greater Los Angeles Region

Monitor incoming freshmen academics

2013 Miramar Tournament Champions

2014 Santa Barbara Champions

2015 State Tournament Participants

2013-2015 Ranked in top 5 Offensive programs in the state of California

Los Altos High School Head Women's/Men's Varsity Tennis Coach 2009-2011

Los Altos High School Head JV Softball Coach 2004-2008

Oversee both the Men's and Women's programs

Manage all forms of fundraising and parent interaction

Support programs with average GPA of 4.2

La Verne Lutheran 8 Man Football Assistant Coach 2008

Upper School

9th - 12th



ARCADIA CHRISTIAN SCHOOL

FAITH. CHARACTER. HEART. SERVICE.

PROVIDING EXCEPTIONAL CLASSICAL CHRISTIAN
EDUCATION CONSISTENT WITH A BIBLICAL WORLDVIEW.

School of Rhetoric

Christian Classical Education in Arcadia!

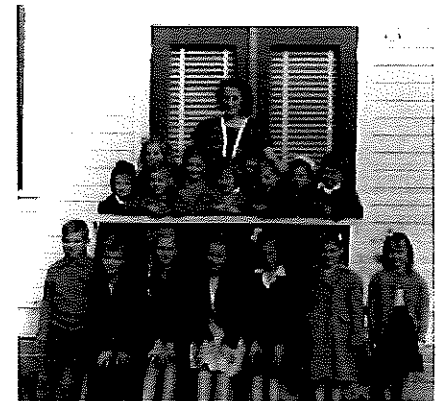
2024 - 2025



Arcadia Christian School was originally founded by a concerned group of parents from the Arcadia Christian Reformed Church who wished to provide a Christian education for their children. Their vision was to provide an educational setting that would assist parents with their responsibility to raise their children in the nurture and instruction of the Lord. In 1945, it was incorporated as the Christian School Society of Arcadia, an independent organization. Today, Arcadia Christian School continues the rich tradition by adding Arcadia Christian High School to the program in the 2021-2022 school year! Arcadia Christian School of Rhetoric offers a life-changing education, 9th-12th, that prepares students for lifelong learning and leadership. Using the Classical Education method, students will be challenged to make a positive impact in their community and family for Jesus Christ by studying and embracing the Socratic discussion in class. Rhetoric teaches a student to winsomely and persuasively convey their ideas to others whether that be in writing or in speech.



**ARCADIA
CHRISTIAN SCHOOL**



When classes are to be added....

Senior class 2024-2025

The mission of Arcadia Christian School is to provide superior, Classical Christian education consistent with a Biblical worldview.

READY FOR THE NEXT STEP IN YOUR FAMILY'S JOURNEY?



I would like to take this time to welcome you to Arcadia Christian School. For seventy-eight years Arcadia Christian School has been a community dedicated to God, family and academic excellence. Here you will find we are passionate about developing a strong spiritual foundation in each of our students, as well as providing each child with a rigorous academic experience. Our teachers and staff are called to their work at Arcadia Christian School and they are committed to providing students with preparatory curriculum integrated with biblical teaching; all in a loving and caring environment.



Your child's future matters to us. That's why we are excited about continuing towards a Christian Classical Education method where we will equip our children with the necessary tools to master whatever subject they encounter in life, and more importantly, to tackle the great issues of life to the glory of God while partnering with you.

If part of your family's mission is to train your children up to have a strong biblical worldview foundation and to have family values equal to yours, then I strongly encourage you to consider Arcadia Christian School. We would be honored to partner with you as you seek God's best direction for your children's education and future.

Edward Limon
Arcadia Christian School Principal



Enrollment Procedure

- You may begin ACS Enrollment on the ACS Admissions webpage
- Family and Student Interview
- Assessment Test
- Finalize Registration with FACTS

If you have any questions, please contact 626.574.8229 or email acsoffice@acslions.com.

We look forward to welcoming you to the ACS Community!



School of Rhetoric

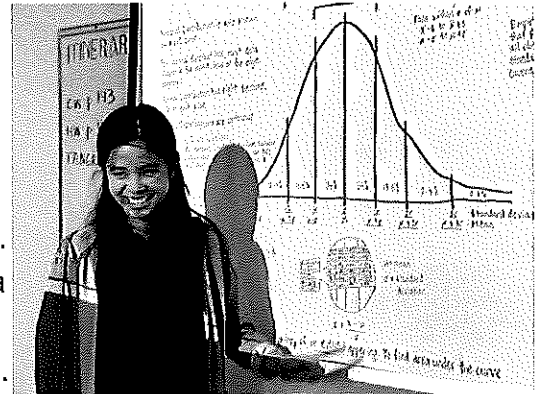
CLASSICAL EDUCATION

Liberal Arts

Arcadia Christian's School of Rhetoric curriculum is being built around the language component of the classical liberal arts (the trivium): grammar, logic, and rhetoric.

Classical education focuses on the way a child develops and learns. The Grammar Stage (K-5th) involves learning the fundamentals of a language and how to use it properly. In this stage, young children enjoy memorizing facts and rules...thus the importance of repetition.

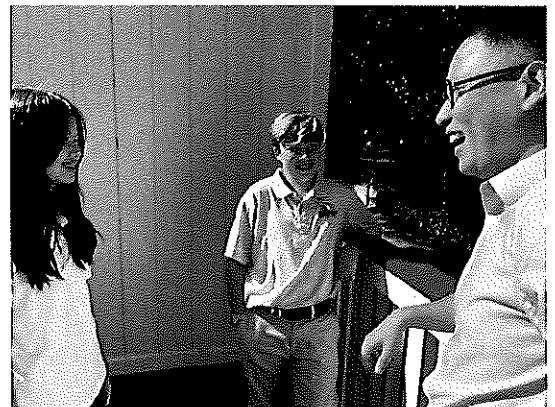
The Logic Stage (6th-8th), otherwise known as the "pre-teen" years, is where we begin to see the age of questioning and want to know why things are the way they are. In this stage, we want to challenge our students in reasoning and critical thinking skills so they understand questions and make good arguments. This is the stage where the Socratic method is introduced.



The Rhetoric Stage (9th-12th) tackles the third of the basic tools of learning:

- Rhetoric: How the grammar and logic of each subject may be clearly communicated.

These disciplines have formed the platform for learning in every other discipline for more than 2,000 years. We believe that mastery of the English language in the manner prescribed by the liberal arts is crucial to successful learning and to the preparation of society's future leaders.



It is the goal at Arcadia Christian School of Rhetoric, to build students in their knowledge of English and Latin grammar, basic academic writing skills, and basic logic. In addition to these integrated elements of the curriculum, we are building a program that will progress through a sequence of rhetorical studies designed to equip our students with practical skills of argumentation, persuasion, and civil public discourse.

Partnerships

Dual Credit through Colorado Christian University.

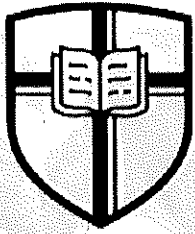
Colorado Christian University partners with high schools throughout the country to provide students the opportunity to earn college credits while simultaneously completing their high school degrees. CCU is a four-year liberal arts university accredited by the Higher Learning Commission; therefore, CCU credits transfer to many colleges and universities nationwide.



CCU Academy

Colorado Christian University
Grace and Truth

Our goal at ACS is for our students to graduate high school with credits that will jump start their college degrees by entering college as a second semester Freshman or first semester Sophomore.



CCU Academy

Colorado Christian University
Grace and Truth

Taking college credit courses at Arcadia Christian School and AP courses allow for some flexibility in college. Beginning college with 30-40 units or more can allow a student-athlete to take fewer units during their athletic season, or for a student to double-major and still get out in four years. Some have started a master's degree program earlier and been able to finish their advanced degree in a shorter time period, while others have graduated college in only three years, saving families an entire year of college tuition, room and board.

Dual credit courses must be approved by the institution offering the credit and it's a rigorous process that requires the course be demonstrated to be a college-level course taught by a highly qualified instructor. Curriculum, sample coursework and instructor's qualifications are submitted and approved. The student takes the course, pays the fee to the college, and gets credit on their high school transcript as well as a college transcript with units credited.

For a fee of \$200 per course, students can register through Colorado Christian University for courses that would typically cost \$1800 or more at competitive colleges. These credits are accepted by over 650 colleges and universities nationwide. **To show our support to our students who take a college course, Arcadia Christian School will cover their first two courses!**

Dual Credit Courses 2023-24

Science:

AP Biology
AP Environmental Science
AP Physics
Anatomy & Physiology I/Lab (Honors) - Semester 1
Anatomy & Physiology II/Lab (Honors) - Semester 2
Biology (Honors)
Chemistry (Honors)

Writing/Lit./Language:

AP Language and Composition
AP Literature
British Literature (Honors)- Semester 1
British Literature (Honors)- Semester 2
Classical Literature (Honors)
Senior Thesis/Rhetoric II (Honors)-Semester 1
Senior Thesis/Rhetoric II (Honors)-Semester 2

Language:

AP Latin/Latin IV - Semester 1
AP Latin/Latin IV - Semester 2
Latin III (Honors)
Greek (Honors)

History/Govt:

Ancient History/Bible (Honors)
European History (Honors)
Medieval History (Honors)
U.S. Government (Honors)
U.S. History (Honors)- Semester 1
U.S. History (Honors) - Semester 2

Other:

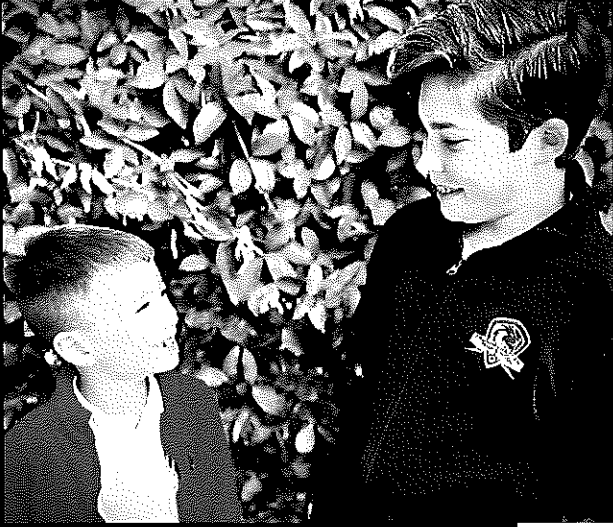
Apologetics (Honors)
AP Music Theory
Film
Theater
Western Political Philosophy (Honors)

WHY WE USE THE CHRISTIAN CLASSICAL EDUCATION METHOD?

The goal of education in ancient and medieval times was to teach children how to think and learn for themselves. They were given the tools of learning and then taught how to apply those tools of learning to any subject they encountered.

We call this **THE TRIVIUM**

The Trivium is nothing more than a proven and very practical approach to education that works. It is an instructional model that (1) is a common sense way of looking at subjects, (2) approaches the study of subjects in a way that naturally fits with how we learn, and (3) tailors curriculum content to a child's cognitive development.



WHAT METHODOLOGY IS USED IN A CLASSICAL APPROACH?

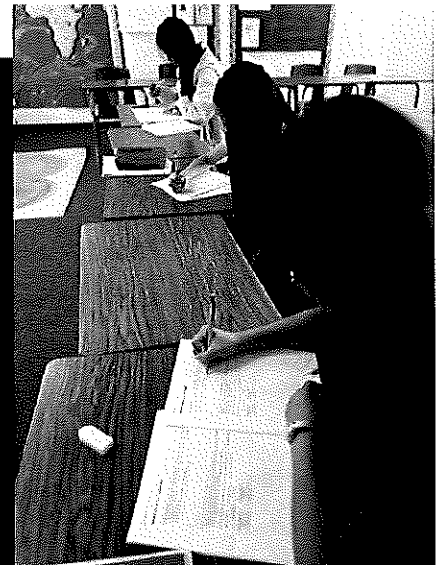
There are three stages of learning:

1. Learn the words, vocabulary, and facts.
2. String vocabulary and facts in meaningful ways.
3. Demonstrate proficiency in completely expressing what was learned.

GRAMMAR STAGE: Concrete thinking
(acquisition of factual knowledge)

LOGIC STAGE: Analytical thinking
(understanding)

RHETORIC STAGE: Abstract thinking
(wisdom)



CHRISTIAN CLASSICAL EDUCATION

FAITH. CHARACTER. HEART. SERVICE.

Conventional Christian Education vs Classical Christian Education

1

Conventional: Less time on history and literature, with more of an emphasis on knowing facts and a focus on a scientific study of humane, social subjects. This leads to a mono-dimensional, pre-judged version of the Core.

Classical: Our students learn to understand and extract rich and thought-provoking ideas from literature. They spend time gaining an integrated understanding of God's story, told through history and great-books literature, and making sense of all things brought together in a "university" of knowledge.

2

Conventional: Students use textbooks to read and do exercises or worksheets in social studies. Content tends to be state or US history & geography. History begins in about 1776. Students spend time assimilating information and testing, with a few projects added to break it up.

Classical: Students read and discuss extensively—often around 20 or more pages of an original work on a typical school day. While difficult to access at first, students grow accustomed over about 10 years of intensive reading in the classical core. History is learned through original sources and spans from the Hebrews and Greeks to the present day. Adjustments are made based upon individual abilities and expectations.

3

Conventional: Bible teaching and spirituality are important, but separated from other subjects. Even Christian textbook authors mimic the progressive school approach and method. For example, they occasionally add a "spiritual" box at the end of an otherwise secular chapter.

Classical: We recognize that subjects are merely categories that educators impose for practical reasons. You may see Bible time, or devotions within our schools. But, you'll more frequently see biblical engagement with every subject and topic.

4

Conventional: The pursuit of applied science and math (STEM) as practiced by secular educators often drives conventional schools to de-emphasize both quantitative and verbal reasoning necessary for future studies in science in favor of AP courses or specialized technology courses.

Classical: CCE balances rigorous core science and math instruction within a broad array of reasoning-based classical subjects. While students may not graduate with STEM college credit, students are taught to study the "why" of science and math. This fosters a learning disposition when the techniques and information of a field change—creating true scientists.

5

Conventional: Students often spend a limited time practicing a modern language with an emphasis on ordering from menus, reading common text, or basic communication.

Classical: Through Latin and Greek, students better understand Christianity, the West, and the basis of our own language. Because CCE schools find value in original texts and understanding historic cultures, we study classical languages to engage unfamiliar ideas and build the student's language skills in English.

6

Conventional: English class might read 2-3 accessible books and a few short stories per year. Often, they include popular current works. For composition, students often write short essays on personal, popular topics. Students may have literature electives later in high school, often centered around special interests.

Classical: Students in Rhetoric focus on thesis development, reasoning skills, and defense. All courses have more writing and discussion/debate. Students regularly write and speak in a variety of formats. Literature is in a different class. Juniors or seniors defend a thesis orally and in writing, usually more than 10 pages in length.

7

Conventional: Education and student culture are separate things. School "ethos" is often incidental or at least secondary. Student government and leadership, as well as hallway culture, are more student-driven when schools view learning as information retention rather than virtue formation. This leads to the undervaluing of intentional school culture.

Classical: School ethos (culture) is central to learning and is, therefore, intentional in CCE. Our schools are purposeful in building community that "pulls" kids in the right direction—in manners, virtue, and relationships. Systems and programs are interwoven throughout the day to ensure a holistic picture of learning, and community is sought among faculty, staff, and students.


TEACHING OUR STUDENTS NOT WHAT TO THINK BUT HOW TO THINK!

CHRISTIAN CLASSICAL EDUCATION RESOURCES


Interview with Association of Classical Christian School
Vice President Member Services and Advancement

Dr. Tim Dernlan

A MOMENT WITH
MR. LIMON AND DR. TIM DERNLAN
OF ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS




Part 1




Why Classical Education?



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Part 2




How do you get involved with Classical Education?



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Part 3




Classical Christian vs Christian Education



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Part 4




International Students and Classical Education



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Part 5




Students and Disciplipship



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Part 6




Why Latin?



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OF ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS



Part 7



Encouraging words for ACS Faculty and Parents



classicalchristian.org



"The Lost Tools of Learning" - By Dorothy Sayers



"Introduction to Classical Education" - By Dr. Christopher Perrin



"Battle for the American Mind" - By David Goodwin



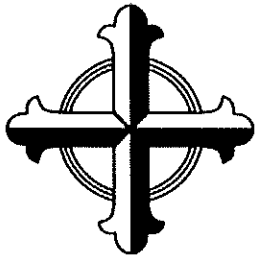
Research Shows Benefits of a Classical Christian Education - by Gene Veith
www.patheos.com/blogs/geneveith/2020/11/research-shows-benefits-of-a-classical-christian-education/

The Miseducation of America
A New Documentary from FOX News
Features Classical Christian Education
classicaldifference.org/miseducation-of-america/

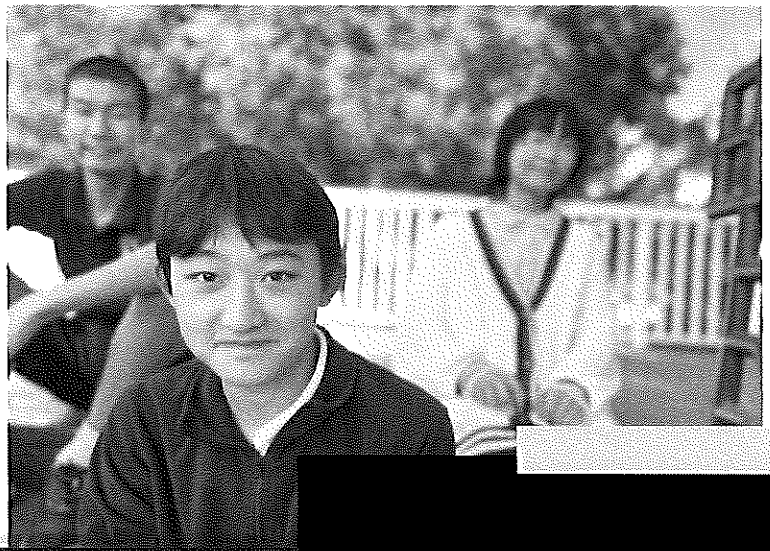


Arcadia Christian School has received from the Association of Classical Christian Schools Transitional Membership. Transitional Membership includes Schools that seek ACCS Membership but do not conform to the standards of full membership and may join the ACCS

family as transitional members. These schools have 5-7 years to bring their organization into full compliance with our membership standards. ACS is committed to bringing Christian Classical Education to Arcadia!



ASSOCIATION OF
CLASSICAL
CHRISTIAN
SCHOOLS



Arcadia Christian Upper School Counselor



Valeria Ingersoll

acscounselor@acslions.com

**Questions concerning College
planning please contact Mrs.
Ingersoll @ 626.574.8229**

ASC SCHOOL OF RHETORIC CLASSES

2024 - 2025

DOMAIN	SUBJECT	9th	10th	11th	12th
Humane Letters	Scriptoria & Theology	OT/NT Survey	Doctrine & Theology	Apologetics 1	Apologetics 2
	History	World History	World Geography	Exploring Government	Exploring America
	Literature	Classical Lit / Composition 1	Medieval Lit / Composition 2	British Lit	American Lit
Rhetoric	Rhetoric			Rhetoric 1	Rhetoric 2: Senior Thesis
Mathematics	Mathematics	Integrated 1	Integrated 2	Integrated 3	Math Elective Class
Science	Science	Biology	Chemistry	AP Science	
Language	Language	Latin 1	Latin 2		
BEATS Fine Arts Electives	Music	Student may choose what BEATS Elective to be taken. Participating in a BEATS Elective, a student will receive .5 unit per Elective.			
	Art				
	Theater				
Athletics	Various	Student may choose what sport to play. Participating in a sport, a student will receive .5 unit per sport. Playing a sport will achieve required PE Credits Sports offering for 2024-2025: Fall: Boy's / Girl's Cross Country Winter: Boy's / Girl's Basketball Spring: Boy's / Girl's Golf; Boy's / Girl's Badminton; Swimming			

ARCADIA CHRISTIAN SCHOOL

FAITH. CHARACTER. HEART. SERVICE

SCHOOL OF RHETORIC 2024-2025

SCHEDULE

MONDAY / WEDNESDAY BLOCK

8:10 - 9:45 am

Period 1

9-11 Bible

10:05 - 11:45 am

Period 2

9 - Lit/Rhetoric

11 Rhetoric Philosophy
and Thesis

12:30 - 2:00 pm

Period 3

9 - Latin (OC Online)

11-Math

2:05 - 3:10

Period 4

Electives

TUESDAY / THURSDAY BLOCK

8:10 - 9:45 am

Period 5

9 Science

11 Lit/Rhetoric

10:05 - 11:45 am

Period 6

9 History (OC Online)

11 American History
(OC Online)

12:30 - 2:00 pm

Period 7

9 Math

11 Science

2:05 - 3:10

Period 8

Sport

FRIDAY

8:10 - 9:00

Period 1

9:05 - 9:55

Period 2

10:10 - 10:55

Convocation

11:00 - 11:50

Period 3

12:30 - 1:20

Period 5

1:25 - 2:15

Period 6

2:20 - 3:10

Period 7

ACHS Guidance Counselor

Mrs. Valeria Ingersoll

accounselor@acsllions.com

626.574.8229

Classes may change due to
availability and scheduling.

- To graduate:
1. A student must earn the requisite number of credits for a given diploma.
 2. Seniors must be enrolled in a minimum of 6 credits of approved coursework each semester.
 - a. Required classes: See below.
 - b. Additional credits may come from electives, internships, or college classes. Internships and college classes must be submitted to the Upper School Director and approved by both the Director and the Principal prior to the start of the trimester.
 3. Students must take the SAT, ACT, or CLT during either their junior or senior year.

DOMAIN	SUBJECT	COURSE DESCRIPTION	STANDARD DIPLOMA	TOTAL DOMAIN CREDITS
Humane Letters	Bible & Theology	Students have four years of Bible & theology as a part of their Humane Letters coursework.	4.0	12.0
	History	Students have four years of history as a part of their Humane Letters coursework.	4.0	
	Literature	Students have four years of literature as a part of their Humane Letters coursework.	4.0	
Rhetoric	Rhetoric	Students must take Rhetoric 1, Rhetoric 2, and Senior Thesis.	2.0	2.0
Mathematics	Mathematics	Students must earn 40 credits of math.	4.0	4.0
Science	Science	Students must earn 30 credits of science.	3.0	3.0
Language	Language	Students must earn 20 credits of foreign language, Latin.	2.0	2.0
BEATS Fine Arts Electives	Music	Students must earn 20 credits of music. Music must be taken each semester of Rhetoric School.	2.0	2.0
	Art	Students must earn 20 credits of art. Art must be taken each semester of Rhetoric School.	2.0	
	Theater	Students must earn 20 credits of theater. Theater must be taken each semester of Rhetoric School.	2.0	
Athletics	Various	PE credits may be acquired by participating in one of the following CIF sports ACS offers: Fall: B/G Cross Country; Winter: B/G Basketball; Spring: Golf, Swimming, Badminton	3.0	3.0
Total			28.0	28.0

ARCADIA ★ ★ ★ ★

CHRISTIAN CLASSICAL EDUCATION

FAITH. CHARACTER. HEART. SERVICE.

TIMELINE FOR FULL CLASSICAL APPROACH

GOAL: To have a fully implemented classical approach to Christian education by the 2025–2026 school year

YEAR ONE (2022-2023)

Spring 2022: January-May: Curriculum Committee research ACCS for recommendation



Fall 2022:

Seek Board Approval for Accreditation of Association of Christian Classical Schools membership



Attend ACCS Admin Summit



During the course of the first and second semester the board and faculty will be introduced to classical approach to education by watching "The MisEducation of America" with ACCS President David Goodwin, and numerous articles from ACCS, Professional Days will include guest speakers from other Classical schools and visitation to a classical school.



During the course of the second-semester parents will be introduced to the classical approach to education through numerous articles from ACCS, guest speakers, and invitations to parents to visit a classical school. Parent meetings will be devoted to explaining the classical approach. Copies of books for recommended reading will be made available to parents for purchase.



December - January: Letters of intent will be sent out to faculty with emphasis on Classical Education Transition



Teacher contracts for the 2023-2024 school year will reflect adherence to teaching a classical education in the context of the school's present philosophy.

Form Student Leadership and introduce of House System to Student Leadership

- Student Leadership will pick House names based on Classical Christian scientist, thinkers and philosophers who were world changers and history makers of their time.
- Student Leadership will research their House Names; create their House crest; create the House Motto
- Student Leadership will visit a school with the House System in place

Seek Part-time ACHS College Counselor

Spring 2023:

Soft Introduction of ACS House System to the student body

Seek ACCS Transitional Membership...**accepted October 2023**

January - May: K-5th Faculty will review the Grammar Stage with a current curriculum that may be in line with Classical Christian Education.

YEAR TWO (2023-2024)

Full Implementation of the ACS House System within the student body.

ACS Core Leadership Team attends ACCS Admin Summit

"Introduction to Classical Education" course by Classical U to be completed by ACS teachers by December 2023; become new faculty training tool.

Soft Classical implementation introductions..

ACS Grammar Stage (K-5th):

In Grammar School, phonics is the key tool in teaching students to read. Students are encouraged to read phonetically at the very beginning of their education in the kindergarten classroom. It will be the goal to begin to introduce high-quality children's literature through the Literature program beginning in first grade. This soft classical implementation will include a teacher's observation of students' reading abilities to ensure a reasonable level of proficiency, adequate comprehension, and fluency in oral and silent reading.

ACS Logic (6th-8th):

Classical ELA Reading List Update; Logic implementation into classes, training our students to be a person in good reasoning so they properly understand questions and make good arguments; the study of logic is built on formal logic which allows a person to follow the logic of an argument. In the Socratic method, also known

ACS Logic (6th-8th) continued:

by the Greek word “elenchus,” students discuss a question under the guidance of a teacher in order to come to a factual and faithful conclusion. In a Socratic discussion, students must argue their points well, think through the logical implication of every proposition, and precisely understand each word’s definition. It teaches students to critique others’ arguments respectfully, and gracefully accept the critique of others.

ACS Rhetoric (9th-11th):

Seek a 9th-11th Bible Teacher; Introduction of Apologetics I and incorporating the Socratic discussion in studying the Bible and other world religions; Develop “Senior Thesis Assignment”; 11th Pre-Thesis Prep; Introduction of Latin to 9th -10th grade

YEAR THREE (2024-2025)

ACS Grammar Stage (K-5th): Introduction into Latin; teachers will take the classes with their students so they can hold the students accountable to use their Latin roots, etc., in their study of vocabulary, spelling, etc.

ACS Logic (6th-8th): Introduction to Latin

ACS Rhetoric (9th-12th): Implementation of Senior Thesis; Introduction of Apologetics II and incorporating the Socratic discussion in studying the Bible and other worldviews; ACS Rhetoric Stage Course Schedule set in place

ACS team of reps to attend ACCS yearly Conference in TX.

YEAR FOUR (2025-2026)

ACS Grammar Stage (K-5th): Review the ACS Grammar Stage and finalize Classical implementations.

ACS Logic (6th-8th): Review the ACS Logic Stage and finalize Classical implementations.

ACS Rhetoric (9th-12th): Review the ACS Rhetoric Stage and finalize Classical implementations.

Seek full membership into Association of Classical Christian Schools

WELCOME TO ARCADIA CHRISTIAN SCHOOL CLASSICAL EDUCATION



HOME OF THE LIONS

Graduating our first High School class in 2025!

General HS Supplies:

- Chromebook or Laptop
- College-ruled Notebook Paper 8 ½ x 11" only (not 8x10 ½")
- Graph paper; 8 ½ x 11" only (not 8x10 ½")
- #2 Pencils/ Pencil Sharpeners
- Pink Pearl Erasers
- Pens: Blue and Black
- Highlighters in three colors
- Protractor (Geometry)
- Scientific Calculator (Algebra 1 or Geometry)
- College Ruled Compositions Notebooks (100 Sheets)
- Flash Drive
- Wireless/Wired mouse compatible with Chromebooks

Books:

More information for purchasing 2024-2025 books will come this summer.



These four values set the standard upon which we strive to bring glory to God as professional Christian Educators in hopes to stretch the minds of our students, and present Christ to this generation. These Four Values will be represented by four stars, to help remind us of our commitment to those whom we serve.

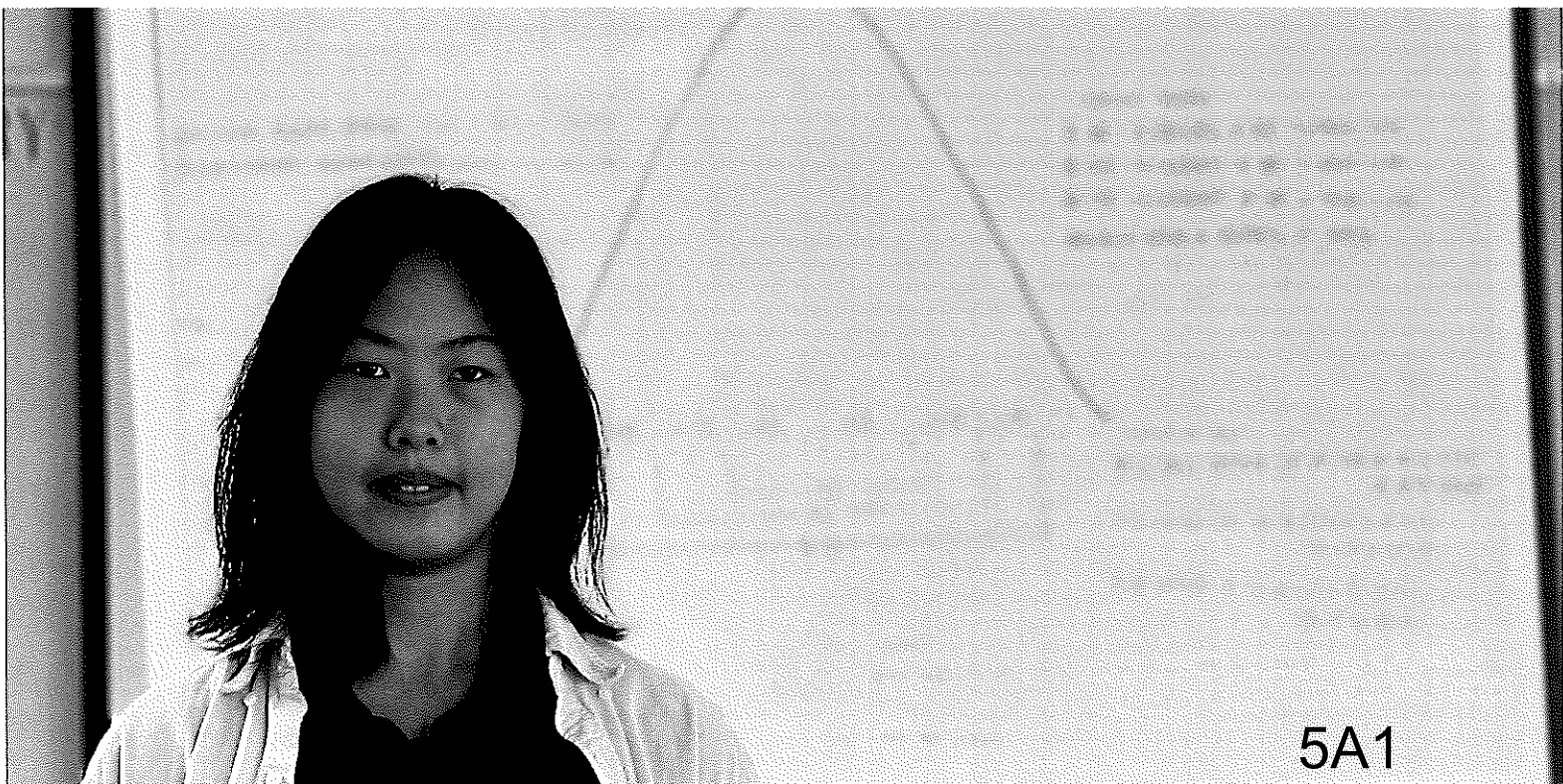
It is our goal as Christian Educators of ACS to live up to our four values:

Faith: Our mission is to use education as a tool to develop the spiritual life of a young person from a Biblical worldview to guide students to deepen their faith in God. We strive to equip our students by allowing the Bible speak for itself in laying down a foundation that answers the Four Basic Questions: How do you see the world created? How do you see human beings? How do you see life after death? How do you determine right and wrong? 2 Peter 1:5-8

Character: Teach and live our lives in a way that exemplifies our key principles...God first; family second and job third. We love creating an atmosphere that lives out the "Golden Rule" and allowing a place for the seeds of the Fruits of the Spirit to grow. Ecclesiastes 7:1

Heart: We desire to create an atmosphere where the "never quitting" attitude will grow and be nurtured through our academics and sport teams. Philippians 4:13-14

Service: It is the goal of ACS educators to help our students use their God given talents for service towards God and fellow man. Romans 12:6-8





New Member School Evaluation Form

School Name Aveson Global Leadership Academy

Principal Ian McFeat Yrs. as Principal 3 CIF/Athletic Background? **Y**

Athletic Director E'Bow Morgan Yrs. as A.D. 1.5 CIF/Athletic Background? **N**

Date of Contact: 4/24/2024, In person visit

Notes:

- Meeting took place between the principal Ian McFeat, Athletic Director E'Bow Morgan, and CIF Representative Mitch Brunyer.
- The principal has served at a comprehensive high school that was a member of CIF-SS and has experience with athletics (La Canada HS from 2012-2019).
- Reviewed the application and various components of the Blue Book (provided the staff with copies of relevant portions).
 - The application did not have state enrollment data - school provided the CALPADS report which will be submitted to CIF-SS. Enrollment numbers from the School Accountability Report Card 2022-2023 were reviewed which showed consistency with enrollment.
- The school staff believes that joining CIF is very important for the school in that it will support future enrollment growth.
- Membership gives students access to an established level of competition and exposure for possible future opportunities (i.e. scholarships) for students in regards to the previous year.
- Parents are supportive of moving forward with membership in CIF.
- The principal asked questions about the difference between Full Membership and Probationary Membership, and eligibility of students currently at the school if approved
 - Staff was instructed to keep good communication with CIF-SS staff moving forward with their questions
- Principal was asking for Full Membership as he stated that the school would have a viable boys and girls basketball program at the varsity level and would like access to the playoffs.
 - He highlighted that the school had previously been a member of CIF-SS prior to COVID - membership dissolved with inconsistent leadership and drop in enrollment from about 360 students in 2018 to 218 students currently.
 - The principal asked if he would be allowed to speak to the Executive Committee on membership status - I instructed him to call CIF-SS about the process and that our meeting are subject to the Brown Act and therefore he would likely be able to do so if desired. I offered to read his comments during the meeting as an option due to the distance and timing of the meeting.

Enrollment	Current	Next Year (+25 projected)	Target (225 goal in 5-yrs)
Grade 9	24	31	56
Grade 10	26	32	56
Grade 11	31	37	56
Grade 12	33	39	57

Sports Fielding: Badminton, Baseball, **Basketball**, Beach Volleyball, **Cross Country**, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, **Soccer**, Softball, STUNT, Swimming/Diving, Tennis, Track and Field, Traditional **Competitive Cheer**, **Volleyball**, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
Basketball	Basketball	Basketball	Basketball
	Volleyball		Volleyball
	Soccer		Soccer
	Cross Country		Competitive Cheer

Current Athletic Competition: Middle school games for 7th and 8th grade and charter schools for 9th through 12th grade

Facilities: Various and all within a couple of miles from the school

Commitment to abide by:

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

Comments:

- Reviewed the application and the commitments - provided copies from the Blue Book
- Principal was focused on basketball and the need to access playoffs. Limited attention/discussion on the other sports offered at the JV level. Looking for Full Membership status so that the basketball programs can have access to the playoffs.
- The Athletic Director is new to the position and in need of training.

Membership Recommendation: Full Membership Probationary Membership Do not Recommend Membership

Mitchell Brunyer - Mt. SAC Area Representative

Mitchell Brunyer

Executive Committee Member - Area Representative (Please sign and print name)

Revised 4/3/2023

1.3 Enrollment - Count Disaggregated

Academic Year: 2023-2024	LEA: Aveson Global Leadership Academy	User ID: kellyjung@aveson.org
View: Snapshot	School Type: ALL	Revision Date: 12/14/2023 3:12:14 PM
Revision ID: 4939676	School: ALL	Print Date: 4/23/2024 8:03:05 PM

School Code	School Name	Grade	Gender	Total		Hispanic		Am Indian/Alskn Nat		Filipino		Asian		Black/African Am		Nat Hwiin/Othr Pac Islndr		White		Multiple		Missing	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total - Selected Schools				207		84	40.58%	0	0.00 %	5	2.42 %	3	1.45 %	14	6.76 %	0	0.00 %	70	33.82 %	6	2.90 %	25	12.08 %
0113464	Aveson Global Leadership Academy	Total		207		84	40.58 %	0	0.00 %	5	2.42 %	3	1.45 %	14	6.76 %	0	0.00 %	70	33.82 %	6	2.90 %	25	12.08 %

Grade:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary,TK-Transitional Kindergarten	District of Geographic Residence:	ALL	Students with Disabilities:	ALL
English Language Acquisition Status:	ALL	Ethnicity/Race:	ALL	Gender:	ALL
Title I Part C Migrant:	ALL	Title III Eligible Immigrant:	ALL		
Gifted and Talented:	ALL	Socio-Economically Disadvantaged:	ALL		
Interdistrict Transfer:	ALL	Enrollment Status:	ALL		

This report is confidential and use is restricted to authorized individuals.

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



CIF Southern Section Application for Membership
2024-25 School Year
ALL INFORMATION MUST BE TYPED

Name of School Aveson Global Leadership Academy
Street Address 575 W. Altadena Dr.
City and Zip Code Altadena 91001
School Telephone Athletic Telephone Fax
School Website aveson.org/aveson-global-leadership-academy

Type of School (Check where applicable)
Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls
Number of Students per Grade (Current Year) 9th 10th 11th 12th
Total Number of Current Year Students
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

To elevate the Aveson school spirit of leadership through the design, management, promotion and organization of competitive team sports.

We purpose to connect with and leverage the bandwidth of sports culture to exemplify scholarship and athletics as one diverse academic unit.

Athletic Administration

Name of Principal Ian McFeat Principal's email ianmcfestataveson.org
Name of Athletic Director E'bow Morgan Athletic Director's email ebowmorgan@aveson.org

Accreditation

Western Association of Schools and Colleges / 533 Airport Blvd. Burlingame, CA 94010

Name and Address of Accrediting Organization

Facilities

Sport

Basketball

Practice Facility

Boys & Girls Club

Game Site and Location

Altadena Seventh Day Adventist Church (Gym)

Cross Country
Volleyball
Soccer
Competitive Sports Cheer

Loma Alta Park
Altadena Seventh Day Adventist Church (Gym)
Charles White Park
Altadena Seventh Day Adventist Church (Gym)

Loma Alta Park
Altadena Seventh Day Adventist Church (Gym)
Villa Park
Altadena Seventh Day Adventist Church (Gym)

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

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: **APRIL 1**

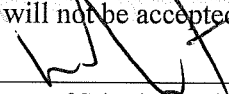
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, 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:

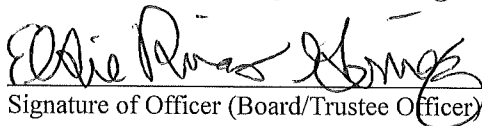
Application must have ALL required signatures and all materials listed above in order to be considered complete.

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

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



 Signature of Administrator of School (Superintendent/Principal)
Aveson Global Leadership Academy



 Signature of Officer (Board/Trustee Officer)
Aveson Schools Board

 Name of School
4/1/24

 Name of District Board
4/1/24

Date

Date

CIF Southern Section Executive Committee Review and Approval Status

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

2023-24 CBEDS - Online Reporting Application (CBEDS-ORA)

SIF Completed

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School: Aveson Global Leadership Academy

CDS Code: 19648810113464

Section A. Full-Time Equivalent of Classified Staff

Male Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic
Male Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Male Other Classified Staff	0.00	0.00	0.00	0.00	1.00	3.50	1.00

Female Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic
Female Paraprofessionals	0.00	0.00	0.00	0.00	2.50	1.00	1.00
Female Office/Clerical Staff	0.00	0.00	0.00	0.00	2.00	0.50	1.50
Female Other Classified Staff	0.00	0.00	0.00	0.00	1.50	0.50	2.25

Nonbinary Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic
Nonbinary Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section B. Kindergarten Program Type

Kindergarten Program: None

Transitional Kindergarten Program: None

Section C. Work Visa Applications

Number of H-1B Work Visa Applications Submitted: 0

Number of H-1B Work Visa Applications Granted: 0

Section D. Educational Calendar

Calendar Type:

Traditional: True

School start date: 08/16/2023

School end date: 06/05/2024

Section E. Estimated Number of Teacher Hires (2024-25)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0

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

4/1/24

Dear CIF Southern Section Admin:

Our assigned cheer coach has recently filed her intent to not return as an employee in the fall. Our Volleyball coach has agreed to manage the cheer squad as interim coach until we are able to hire a replacement over the summer.

Sincerely,

E'bow A. Morgan
AGLA Athletic Director / Administrative Instructor



Aveson Global Leadership Academy
 575 W Aladena Dr, Altadena, CA 91001

OFFICIAL

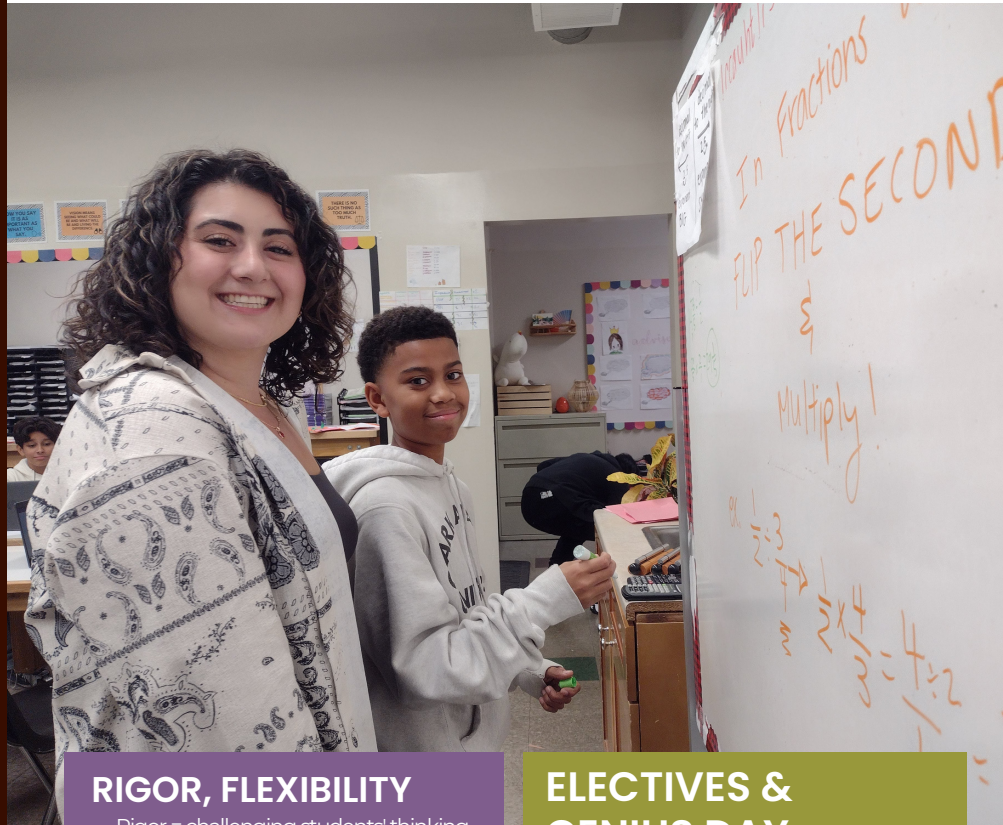
GRADUATION REQUIREMENTS FOR 2023-2024 SCHOOL YEAR

The following courses are Aveson Global Leadership Academy’s graduation requirements for the 2023-2024 academic school year. Every five (5) credit hours is equivalent to one (1) semester of coursework, with every ten (10) credit hours being equivalent to one (1) academic year of coursework. In order for a course to count for graduation requirements, under a core subject from a different school site, the course has to meet the California State Minimum High School Graduation Requirements classification listed under *Education Code § 51225.3*, and its respective content standards. Each student, unless meeting other State approved methods of high school completion, will complete these requirements alongside completing a minimum of 170 credit hours.

Subject	Credits
Academic Elective	10
English	40
Foreign Language	20
Math	20
Physical Education	20
Science	20
Social Science/History	30
Vocal and Performing Arts	10
<i>Total Credits</i>	<i>170</i>

AVESON GLOBAL LEADERSHIP ACADEMY

A School of Possibilities



SMALL SCHOOL, BIG HEART

AGLA is a collaborative learning community that provides a diverse student body the opportunity to learn in an intimate setting.



Advisors

Our educators are called Advisors because they engage students through conversation and collaboration.



Mentors

Advisors mentor students as much as they teach.



Class Sizes

Small class sizes support this mentorship, giving advisors the space and time to connect with every student.



Advisory

Daily advisory class is the heart of our school family where connections are formed & receive social-emotional guidance.

RIGOR, FLEXIBILITY

- Rigor = challenging students' thinking to expand & explore their perspectives not rote homework.
- Scholars collaborate w/ others via a challenging & personal projects-based program that emphasizes social leadership.
- HS students enjoy the flexibility to design their future path through community colleges & online college-level master courses.

ELECTIVES & GENIUS DAY

Electives & weekly Genius Days allow 6th through 10th grade students to explore passions & interests through topics like visual arts, dance, theatre arts, creative writing, ethnic studies, robotics, screenwriting, hiking, and more.

EXTERNSHIPS

Junior and senior year scholars take the information they learned about themselves during Electives and Genius Days and try out their interests & passions through externships. This is where they discover their 'just right' college and career path.

EXPERIENTIAL LEARNING

- Deeper learning happens beyond classroom walls. Students engage in real-world learning through frequent field trips to museums, private industry, theatre, & public institutions.
- Rite of Passage trips introduce students to new ideas, self-reflection, diverse cultures, & global perspectives.

AGLA students are curious learners ready to launch their careers or college pursuits.

"JUST RIGHT" PATH



Our flexible approach to academic learning sets scholars up to find a career and college paths that fits them best. Our grads have been accepted to a range of colleges & universities throughout the world.



www.aveson.org



@avesonschools



@aveson



575 W. Altadena Dr.
Altadena, CA 91001

5A2

Ian Fraser McFeat

Altadena, CA, 91001 C: (626) 773-6362 imcfeat@msn.com

PROFESSIONAL OBJECTIVE:

Enthusiastic and dedicated educator who has earned trust and respect from students, parents, colleagues and administration for 23 years.

EDUCATION & TRAINING:

School Business Management (CASBO) Certification <i>University of Southern California, Los Angeles, California</i>	June 2016
Educational Administrative Certification <i>Pacific Lutheran University, Tacoma, Washington</i>	May 2009
Master of Education <i>Pacific Lutheran University, Tacoma, Washington</i>	August 2000
Bachelor of Arts in English Creative Writing Emphasis <i>Pacific Lutheran University, Tacoma, Washington</i>	May 1999

INTERNATIONAL EXPERIENCE

Born in King's Lynn, England. **Lived** in South Korea.

Study Abroad Program: University of the West Indies, Trinidad and Tobago, (2000).

National Endowment for the Humanities (Fulbright Teacher Program) Ghana. (2005).

International Volunteer Reporting: Caracas, Venezuela. (2009).

Language Ability: Intermediate Spanish Fluency

ADMINISTRATIVE EXPERIENCE:

Aveson Charter Schools –Altadena California Superintendent 2021- current

- Created Jet Propulsion Laboratory Apprenticeship Program
- Worked with local organization to create outdoor learning space for middle/high school
- Implemented Center for Educational Leadership 5D+ Rubric for Evaluation tool
- Utilized TDG curriculum for all students, focusing on framework strategies.
- Lead work to infuse character education skills into the curriculum for all students.
- Oversaw all aspects of facilities master planning process, including major capital projects.
- Met directly with Governing Board to establish goals for the future of the Aveson, logistics, strategic planning, enrollment initiatives, capital campaigns.
- Directly responsible for budgetary implementation and fiscal responsibilities for school.
- Created capital campaign to attract donors strategic planning 45% increased participation
- Worked with Board on strategic planning, board training, and budgetary oversight.
- Met and led worked with finance committee to set strategic goals and capital planning.
- Led all maintenance of facilities, including new construction projects with architecture firm
- Received hundreds of thousands of dollars in CA grant funding
- Created comprehensive Strategic Action Plan for next 5 years

- Crafted the LCAP through community wide input and feedback
- Recrafted technology plan to bring Aveson into 21st Century
- Crafted Strategic Action Plan on Diversity, Equity, and Inclusion
- Hired more representative staff to relate to the diversity of our study body

International Children’s Academy of Beverly Hills CA --Head of School-- 2019-2021

- Lead work with International Baccalaureate Primary Years Program, program review.
- Utilized spirituality curriculum for all students, focusing on listening strategies.
- Lead work to infuse character education skills into the curriculum for all students.
- Oversaw all aspects of facilities master planning process, including major capital projects.
- Met directly with Governing Board to establish goals for the future of the ICA, logistics, strategic planning, enrollment initiatives, capital campaigns.
- Directly responsible for budgetary implementation and fiscal responsibilities for school.
- Created capital campaign to attract donors and resources for strategic planning.
- Lead all sight human resources work, vetting, hiring, discipline, evaluation for all employees.
- Worked with Board on strategic planning, board training, and budgetary oversight.
- Met and led worked with finance committee to set strategic goals and capital planning.
- Infused professional development for Reggio Emilia training to ICA staff.
- Led all maintenance of facilities, including new construction projects with architecture firm

La Cañada High School, La Cañada, CA --Principal-- 2012-2019

Leadership --Collaboration:

- Created Professional Learning Communities, creating a new paradigm and standard.
- Maintained and improved California Interscholastic Federation standing in all sports, including dozens of league championships, regional and state awards.
- Implemented Adaptive Schools Training for all leadership positions 7-12.
- Led comprehensive instructional improvement plan that resulted in a 28% increase in AP participation and an overall pass rate of 91%.
- Implemented Positive Coaching Alliance for Sports Programs,
- Blue Ribbon Schools Award Winning School (Fall 2015)
- Initiated and coordinated Teachers Development Group, Maths, Science, district wide.
- Received a 2 6-year accreditation terms through WASC.
- Founded JPL Academy 9-12, with a special focus on the NASA Rosetta Mission.
- Expanded services in the arts by adding multiple robust courses and offerings.
- Created a new evaluation system using the work of the *Center for Educational Leadership*.
- Developed an online evaluation system for administrators/teachers.

Leadership --Innovation:

- Significantly increased annual gift, raising it to 2.5 million dollars for LCFEF.
- Created, developed the La Canada Spirit Campaign, \$380,000 capital improvements.
- Applied for, received, Math for America grant five year grant -\$500,000 to LCUSD.
- Awarded \$978,000 as part of the Career Technical Grant, developed facilities.
- Developed a new fitness initiative, brought in over \$300,000 dollars upgrade fitness facilities
- Implemented a new Outlook communication system for the entire district, now Google.
- Standardized technology in classroom settings.
- Google Accounts added for every student 7-12, for collaborative engineering.
- Technology capital improvements included; new 2 iMac Labs, carts, and infrastructure.

Leadership --Social Emotional Learning:

- Implemented *Challenge Day* 7-12 to connect emotionally struggling students in partnership.
- Delivered *Cognitive Coaching* training to all counselors and administrative personnel

- Used the results of Panorama Ed survey to leverage Accreditation and fundraising.
- Implemented “Thank a Staff Member” program school-wide for all staff recognition.
- Led community healing efforts after two major tragedies in the local community, including messaging, public meetings, and major communications for our district.
- Coordinated the 50th anniversary of LCHS event, parade and alumni outreach event that brought resources to major projects on campus.
- Led efforts for Sister Cities Organization with Villa De La Canada in Spain.

EXPERIENCE/AWARDS AND GRANTS

ANCA West Educator of the Year Award (2018)

Certificate of Special Congressional Recognition, (2018)

National Blue Ribbon Award (La Canada High School) (2015-16)

Career Technical Education Grant (2016) \$978,263

Top 20 Most Influential California High School Principals (2015-16)

District Founder’s Day Award for Outstanding Service (2016)

Certificate of Outstanding Service (House of Representatives, Adam Schiff) (2018, 2015)

Educator of the Year (La Cañada Flintridge) (2013)

Fulbright Teacher Program (Ghana) (2005)

TEACHING EXPERIENCE:

USC Graduate School of Education (Pedagogy Role Play)

2017, 2018, Taught International student teachers how to create and develop lessons.

Pacific Lutheran University Graduate School of Education (Pedagogy)

Fall 2004, Taught graduate students fundamental lessons on effective pedagogy

English, History: 9th- 12th grades

10/1/2006-2009 Lincoln High School, Tacoma, Washington.

International Baccalaureate and English/Social Studies 9th- 12th grades

09/1/2002- 09/1/2006 Foss High School, Tacoma School District, Tacoma, Washington.

English, Social Studies, and Reading Intervention, Jason Lee Middle School,

09/1/2000- 09/1/2002 Tacoma School District, Tacoma, Washington.

PUBLICATIONS:

McFeat, I. (Spring, 2013). Afghanistan’s Ghosts: activities provide background for teaching *the Kite Runner*. *Rethinking Schools, Teaching About the Wars*, by Jody Sokowoler.

McFeat, I. (Winter 2007). Action Education: Students, Community Rally to Tukwila Six (2006). *Rethinking Schools* 22 (2).

McFeat, I. (November, 2006). Nurturing the Peacemakers in Our Students. *Heinemann*.

McFeat, I. (Summer, 2005). Tackling Tracking. *Rethinking Schools*, 19 (4).

McFeat, I. (Winter, 2005). Washin' Away: a trial activity asks who's guilty for Katrina's horrors. *Rethinking Schools*, 20, (2).

E'bow A. Morgan
Administrative Advisor / Athletic Director

C: (323) 477-8454

E: ebowmorgan@aveson.org

ACADEMIC BACKGROUND IN HIGHER EDUCATION

Teachers College, Columbia University - New York, NY

Doctoral Cohort 2019 in the Urban Education Leaders Program (UELP)

April/2019 - Current

Boston University / Gilder Lehrman Institute - Boston, MA

American Protest Literature: Thomas Paine to Present - Coordinated this event for Gilder Lehrman with Dr. John Stauffer (*professor of American & African American studies @ Harvard University*)

June/2019

New York University / Gilder Lehrman Institute - New York, NY

American Capitalism Certification: including featured specialization in Alexander Hamilton, J.P. Morgan & Alan Greenspan (under renowned authors, professors and economists Dr. David Sicilia, Dr. Richard Sylla and Ken Jackson)

July/2018

University of California Riverside - Riverside, CA

Advanced Placement (AP) US Government Certification

July/2017

Yale University / Gilder Lehrman Institute – New Haven, CT

Life and Writings of Frederick Douglass Certification (studied under renowned Historian and Yale professor Dr. David W. Blight)

June/2017

University of Southern California – L.A., CA

Masters of Arts in Teaching (MAT) Single Subject Credential in Social Studies Education

Nov./2011

The Master's University – Santa Clarita, CA

Bachelor of Arts in Liberal Studies

May/2006

AWARDS & ACHIEVEMENTS

- **Teachers College, Columbia University**
 - Education policy studies conducted on Capitol Hill - Ways and Means Committee room

- **Gilder Lehrman Institute / Boston University**
 - **Master Teacher Fellow** appointment to provide pedagogical instruction for teachers nationally

 - **Teacher Seminar Coordinator** responsible for coordinating lectures from Harvard Professor of American and African American History *Dr. John Stauffer* and providing pedagogical instruction and professional development to social studies teachers regarding *Protest Literature from Thomas Paine to Present at Boston University*

- **Sought out by Dr. Paul Burden of Kansas State University** to generate and submit 2 case studies to be added to the 9th edition publishing of his book *Methods for Effective Teaching*.

- **Selected and received certification** as an enrollee into the Gilder Lehrman Institute summer seminar at **New York University** to study under renowned economist *Dr. David Sicilia* concerning *American Capitalism*.

- **University of California at Los Angeles (UCLA)** curriculum development for **Environmental Science pilot lessons** on water conservation and climate solutions.

- **East Los Angeles City College** collaborated with **Dr. Bermudez lead scholar on Mendez v. Westminster Case** (whose family were active plaintiffs in the class action case in 1946) to conduct a one-day seminar on this case as a precursor to *Brown v. Board of Education*.

- **2018 Annual Learn Forward Conference Discussion Panelist on Effective Teacher Leadership**

- *Constitutional Rights Foundation Mini Conference Presentation on Civil Conversation and Civic Role Play at the California Science Center King Tut Exhibit*
- ***Nominated*** for ***Gilder Lehrman Institute for American History “Teacher of the Year Award”***
- ***Selected*** and ***received certification*** as an enrollee into the Gilder Lehrman Institute summer seminar at ***Yale University*** to study under renowned historian *Dr. David W. Blight*. concerning the *Life & Writings of Frederick Douglass*.
- ***Awarded*** scholarship from ***California Council for Economic Education (CCEE)*** to the ***22nd Annual California Association for School Economics Teachers (CASET) Economics Conference*** at the ***Federal Reserve Bank of San Francisco***
- ***Published*** an article by the ***Bill & Melinda Gates Foundation*** through the ***Teacher 2 Teacher Network*** to over a million-teacher readership
- ***Invited*** to conduct professional development for teachers on implementing *civil conversation methodology* at the ***Ronald Reagan Library*** at the ***13th Annual Constitution Day***
- ***Published*** twice in two separate articles by the ***Constitutional Rights Foundation’s Bill of Rights in Action*** (BRIA) newsletter for a readership of over 40,000

K-12 REGULAR / SPECIAL ED. & CAREER EXPERIENCE

***Administrative Advisor (Instructor) Independent Studies / Athletics Director / League VP
Aveson Global Leadership Academy (AGLA) / Aveson International Sports Academy
(AISA – Brand New Program)***

August 2022 – Present

- Designing, managing, monitoring, and evaluating AISA academic instruction and support via Edgenuity’s learning management system
- Scheduling and modifying AISA school activities in correlation with sports academy transportation demands.
- Collaborating with AGLA human resources in hiring and setting salaries for athletic staff
- Hiring, scheduling, and directing referees for AGLA games

- Collaborating with AGLA office management with student onboarding into the AISA program
- Responsible for staff training and development for competency in navigating and executing systemic tasks
- Coordinating Foothills Sports league scheduling; enforcing league game rules and code of conduct
- Scheduling AGLA games for the year in girls' and boys' basketball, football, soccer, and volleyball
- Scheduling AISA learning period (monthly) progress meetings with parents to meet CA state independent studies legal requirements
- Gathering the required subject-specific work samples from each student for every learning period to meet CA state-mandated requirements for AISA to operate as an independent study school
- Manage the signing and archiving of attendance, learning, and physical education activity logs
- Responsible for bi-weekly AISA newsletters to create high-level academic and athletic expectations, communicate vital programmatic information for operational flow, and highlight scholar-athlete wholistic excellence to set a cultural norm

Lead Teacher / Humanities Instructor / School Site Council Chair

Da Vinci RISE High School

July 2020 – August 2022

- Design and development of independent curriculum and instruction
- PLC collaboration for Project-Based Learning Design w/ Pixar and professional development
- Human-centered design curriculum development and facilitation
- Multiple humanities coursework pathways to credit attainment designed for hybrid school model within an independent studies framework
- Management of personal learning plans for individualized credit attainment pathways and coursework data for progress tracking and academic counseling
- Serving in School Site Council member and chair role setting agenda, soliciting stakeholder feedback, and critically analyzing and providing guidance for school improvement plan for student achievement (SIPSA) budget allocation by vote
- Partnership management instructional mentorship and peer supervision
- Support in guiding staff in implementing the mission and vision of the school;
- Lead morning meetings, attend case conferences and any afternoon debriefs;
- Provide mentoring and professional development support to academic staff
- Support admin in onboarding of new staff
- Report staff absences, tardies, or challenges with performance to the Principal;
- Collaborate with the Principal to coordinate school-wide systems, planning, and daily operations;
- Implement and monitor strategies for maximizing retention and graduation;
- Provide an active, positive presence in halls and classrooms;

- Work with students, parents, teachers, and student support team to address challenges to students' academic progress;
- Work with the Principal to develop effective marketing messages and strategies, carry out recruiting activities throughout the year, and
- smooth new students' entry into RISE;
- Serve as Site Assessment Coordinator;

Social Studies Instructor

TEACH Academy of Technologies (Middle School) & TEACH Tech Charter (High School)

July 2015 to 2019

- Design, rehearse and execute engaging lesson plans aligned to the common core and California content standards which cater to the needs of a variety of students from various backgrounds for an urban charter school setting in the South Central Los Angeles area..
- Collaborating to create master schedules for 110 student scholars and balances in the context of a blocked schedule framework. Facilitating interactive platforms to induce and maintain parental involvement and student scholar academic and behavioral accountability. Orchestrating effective policies and procedures for classroom climate to foster a learning environment that is both safe and rigorous in order to instill traits of lifelong learning and scholarship.
- Teacher Coach for Mock Trial competition – planning meeting agendas and setting goals weekly for student development of legal jargon –their conceptual meaning and courtroom utility; argument-creation based on factual and physical evidence for either the defense of a client or the prosecution of the accused; case theory-drafting and narration and training in anticipating possible counter theories and argumentation; all in preparation for competition against opposing middle schools from multiple middle schools from districts countywide.

Program Facilitator of Partnerships (All Currently Active)

1. Constitutional Rights Foundation (CRF) publications & partnerships

Publications

- a. Composed an article via email published by the Bill & Melinda Gates Foundation in a Teacher 2 Teacher media correspondence disseminated to over 1 million educators nationwide - addressing how to innovatively manage the complex Teacher Leader role among other potential leaders and inspire transformative instructional practices, especially in underserved urban contexts
- b. Drafted 2 full lessons published by CRF's Bill of Rights in Action Quarterly newsletter with a 40,000 educator-strong readership nationwide.

- c. Piloted and co-edited CRF Library of Congress (LOC) collaborative curriculum and conducted a demonstrative professional development on its instructional rationale and implementation
- d. Conducting a Bill & Melinda Gates-endorsed evaluation of the Teacher to Teacher Collab program to determine the course effectiveness in developing teachers to competently facilitate civil conversation and judiciary roleplay among their students in the classroom

Partnerships

a. Facilitated National Teacher 2 Teacher Professional Development

- i. Conducting face-to-face & Webinar PD for a cohort of teachers
- ii. Creating, developing and establishing PD curriculum extending to more than 500 teachers both local and national

b. School Liaison for Cops & Kids program

- i. Advocated for student to cop role play leading to increased understandings of official police procedures and policies for conduct - received local news attention - channels 4 & 7
- ii. Collaborated on scripted student to cop responses with select students and cops about cops & kids community value at annual end of year CRF Gala before 500 entertainment industry, law firm and financial institution professionals - raised \$75,000 in one night

c. Appellate Court Experience

- i. Obtained appellant briefings for the 9th Circuit Appeals Court District 2 through CRF
- ii. Facilitated academic instruction revolving around an actual case in cooperation with a certified appeals court attorney for a court visitation to hear oral arguments made before the Appeals Court's Justices

2. USC STEM Partnership

- a. Operating as facilitator, advocate, and liaison for TEACH Charter Schools and USC collaborative partnership to increase STEM field interest, college courses selections, and career decisions
- b. Managing and scheduling activities with After School personnel for STEM-centered projects and academics
- c. Providing and arranging free Professional Development for teachers to enhance knowledge and application of STEM subject matter

Action Research Associate

Leadership for Educational Equity & AO4E (Angelinos Organizing for Education)

- Collaboratively designed an action research plan targeting the issues of social emotional support (SES) and safety around identity within LAUSD
- Met with, inquired and advocated for social emotional and safety around identity issues before LAUSD Superintendent's budget and program administrators
- Sought out and gathered pertinent research from a top UCLA Associate Legal researcher for the Civil Rights Project regarding current policies and players involved in SES issues
- Researched program design, implementation and problems of practice from LAUSD Social Emotional Learning Director

Social Studies Instructor

ICEF Inglewood Middle Charter Academy

June 2014 to June 2015

- Design, rehearse and execute engaging lesson plans aligned to the common core and California content standards which cater to the needs of a variety of students from various backgrounds for an urban charter school settings Inglewood, CA.
- Collaborating to create master schedules for 150 student scholars and balance in the context of a blocked schedule framework. Facilitating interactive platforms to induce and maintain parental involvement and student scholar academic and behavioral accountability. Orchestrating effective policies and procedures for classroom climate to foster a learning environment that is both safe and rigorous in order to instill traits of lifelong learning and scholarship.
- Responsibilities for nutrition, lunch and after school supervision and planning curriculum related field trips that reinforce subject matter content knowledge and provide more hands on opportunities to master common core skills via real world experiences.

Collaborative Researcher / Data Collection / Communication (w/ Dr. Joe Conner)

JCW Development Systems

June 2013 to Jan. 2014

- Aggregate quantitative research data to service fundraising ventures for county schools and large districts nationally
- Maintain informative correspondence with districts and counties to open access opportunities to funding sources for 5 year projects with payouts ranging from 1 - 10 million and more over a 5 year period.
- Generated fundraising research-related communications toward massive economic impact in public schools across the country

Substitute Teacher

Lynwood Unified School District & Teachers on Reserve (TOR)

Sep. 2012 & Jan. 2013

- Design or implement already existent lesson plans which cater to the needs of a variety of students from various backgrounds for charter, private and religious schools throughout Los Angeles and Orange County
- Responsible to create and maintain an intriguing and engaging classroom ecology which sustains and extends the learning continuum while primary instructor is absent.

AR Summer School Teacher

Options for Youth & Opportunities for Learning Charter School

Jun. 2012-2013 to Aug. 2012-2013

- Assemble supplemental mini-lessons as academic support for multi-leveled independent learners
- Manage copious student records and work portfolios for district and state level auditing

Instructor/Professional Trainer

USC Viterbi School of Engineering: Mission Science (MS) Diversity Outreach Program

Mar/2012 to Jun 2012

- Compose lesson plans which align with MS project based curriculum
- Design innovative competitive lessons for students to enhance use of engineering academic language and further establish solid attainments of engineering concepts
- Sketch out plans for professional development for entry level graduate students hired to teach as well as assess and supervise their instructional progress
- Assist in operations, management, and judgment of MESA robotics competitions

Collaborative Researcher and Professional Development Consultant (w/ Dr. Henry Jenkins)

USC Annenberg School for Communication & Journalism / USC Rossier MAT

Aug/2011 to Nov/2011

- Participated in collaborative expansion of abstract conceptualization of New Media Literacies concepts

- Strategized in the contextualization of New Media Literacies Skills sets for LAUSD K-12 Teachers.
- Heavily involved in the professional development workshops and petitions for LAUSD School Administrators at Robert F. Kennedy Los Angeles Schools for New Media Literacies Skills Set adoption and rollouts

Student Teaching: Guided Practice B (6-8)

Rancho Dominguez Preparatory Academy

Aug/2011 to Nov/2011

- Taught here in a predominantly Latino and African American school population of mixed-ability students with high needs. 74% of this population was eligible for free or reduced lunch under Title I
- Successfully instructed all three middle school grade levels with distinct specificity in the Subject matter (Ancient World History, Medieval World History, and United States History). Instructional strategies were an inclusive collage of direct instruction, group investigation, advance organizer, concept attainment, deductive/inductive reasoning, etc.
- At this level maintaining a classroom climate consisted of a consistent and appropriate set of scaffolds specific to the class and lesson objectives. Project and inquiry-based learning was set up to be a student-directed management

Student Teaching: Guided Practice A (11-12)

Harbor Teacher Preparation Academy

Jan/ 2011 to June/2011

- Taught here in an ethnically diverse academically oriented LAUSD California Distinguished School with over 65% of the student
- Population receiving free or reduced lunch and eligible for Title 1 funding.
- Successfully instructed a total classroom population of 110 students in 3 separate class periods consisting of 2 different subjects
- Honors U.S. history & honors U.S. government) being fully responsible for independent lesson planning, assessment, classroom
- Management, parent conferencing, professional development, and general supervision.
- Managed consistently rigorous, and often unpredictable, blocked school day schedule which fluctuates weekly and in some cases
- Daily maintained a highly interactive and collaborative learning environment that focused on skill-building and usable content

Substitute/Long Term Temporary Teaching (K-12)

Santa Clara County Office of Education

July/2007 to Jan/2010

- Directed a student population of 8 students with moderate to severe autism – all low functioning. Every form of instruction was geared toward very specific goals regarding fine motor to low level cognitive skills.
- Created a logging system to supply more efficient academic and behavioral data for lesson plan development and effective IEP addendums. Educated 6 at risk high school students in an alternative school who were emotionally disturbed (ED).
- Lead students in daily independent completion of their required coursework to obtain a high school diploma.
- Counseled students regularly in collaboration with a special ed. team on various personal issues which were possible impediments to diploma completion.
- Modified and revised Individualized Education Plans (IEP) for all six students.

Substitute/Long Term Temporary Teaching (6-8)

Challenger School

Aug/2007 to Oct/2008

- Executed an art, vocabulary and speech program which consisted of 5 distinct middle school classes of G.A.T.E. students ranging - from grade levels 6 to 8 with a majority Asian and Indian ethnographic make up while Caucasian and African American student representation remained meager.
- Implemented the use of detailed measuring tools to more accurately assess speech, volume, preparation, voice inflection, memorization and body language animation to effectively communicate.
- Utilized creative, competition-driven ways to illustrate vocabulary words (1-3 Tiered) which were consistent with socio-cultural and constructivist learning theories and catered to multiple intelligences.

Substitute Teacher (K-6)

LAUSD

June/2006 to July/2007

- Served diligently but briefly in urban school settings within inner city schools of South Los Angeles.
- Planned and implemented lessons regularly as needed to classes of 30-40 students at a time

RSP/Instructional Aide (K-6)

LAUSD - Gardner Street Elementary

Apr/2001 to June/2006

- Advised administrators on Individualized Education Plans (IEPs)
- Organized and managed a caseload of 40 resource students
- Engaged students in a robust ELA support program which involved individualized and small group intensive instruction

ERIC L. KINLEY

340 S. Sierra Madre Blvd Pasadena, Ca | 626-956-3656 | erickinley@aveson.org

Summary

Basketball Coach - oversee and manage athletic programs and various sports programs, including on and off campus classes and sports leagues.

- Basketball training classes.
- Sports program: Expert high school-level athletics management coordinate game schedules; organize necessary officials; Evaluate and rank players.
- High-energy basketball coach with over two-decades of athletics and coaching experience who aims to inspire athletes to do their best.
- Offers a comprehensive background in basketball coach possessing excellent leadership skills, dynamic interpersonal communication skills and strong mentoring ability. Equipped to support the mission of any thriving athletic program. Mastery in sports psychology, fitness and injury prevention and motivational techniques.
- Adept at coordinating game schedules and ensuring game compliance with relevant tournament rules.

Highlights

CPR and First Aid certified	Expert conflict resolution skills
Self-motivated	Customer-oriented
Energetic personality	Team building
Basketball camp director	Strategic thinker
Fast learner	Superb communication skills
Personable and friendly	Professional

Professional Experience

Head Boys' and Girls' Basketball Coach/ Athletics Coordinator/ Fitness Advisor

Aug 2008 to Aug 2020

Aveson Charter School – Altadena, CA

- *Conduct small group and individual classroom activities based on differentiated learning needs
- *Prepare daily lesson plans for activities and lessons.
- *Encourage students to be understanding of and helpful to others.
- *Physically and verbally interact with students throughout the day to keep them engaged.
- *Design each class to match the skill and learning levels of all participants.
- *Apply the positive reinforcement method to redirect negative behaviors.
- *Guide student athletes exercise modifications individually to avoid strain and injury.
- *Provide methodology to measure exercise intensity for the best results.
- *Prepare the teaching area for each class and return all equipment to storage at the end of class.
- *Develop and implement interesting and interactive learning mediums to increase student understanding of course materials.
- *Develop interesting course plans to meet academic, intellectual and social needs of students.
- *Recruit and meet with prospective student-athletes to discuss their experience and goals.
- *lead all team fundraising projects to raise money for new uniforms and equipment.

- *Train student-athletes during the off-season.
- *Monitor the academic performance of student-athletes in addition to their athletic progress.
- *Establish and follow through with penalties for breaches of sportsmanship standards.
- *Organized a season timetable and scouted other teams for tactical aims.
- *Manage the entire 7-12th grade sports program, including camps, clinics and the Boosters program.
- *Draft and distribute a packet for student athletes outlining rules and expectations.
- *Maintain accurate statistics, records and results of each season.
- *Foster a culture of good sportsmanship, cooperation and responsibility.
- *Compile and submit team records, awards and paperwork for lost or missing uniforms and equipment.
- *Motivate and encourage student athletes to do their best during practices and games

Professional Experience (Continued)

Head Boys' JV Basketball Coach

Oct 2011 to June 2014

Flintridge prep High School - Pasadena, CA

- *Created and ran up-to-date and relevant drills.
- *Spearheaded all team fundraising projects to raise money for new uniforms and equipment.
- *Trained student-athletes during the off-season.
- *Monitored the academic performance of student-athletes in addition to their athletic progress.
- *Reviewed game film and statistical reports for game operations.
- *Coordinated scheduling and facility use with the activities office.
- *Helped develop each participant's physical and psychological fitness.
- *Communicated effectively with parents and Boosters, including organizing and leading meetings.
- *Fostered a culture of good sportsmanship, cooperation and responsibility.
- *Motivated and encouraged student athletes to do their best during practices and games.

Professional Experience (Continued)

Head Boys' Varsity Basketball Coach

Oct 2011 to June 2014

Blair High School - Pasadena, CA

- *Created and ran up-to-date and relevant drills.
- *Spearheaded all team fundraising projects to raise money for new uniforms and equipment.
- *Trained student-athletes during the off-season.
- *Monitored the academic performance of student-athletes in addition to their athletic progress.
- *Reviewed game film and statistical reports for game operations.
- *Coordinated scheduling and facility use with the activities office.
- *Helped develop each participant's physical and psychological fitness.
- *Communicated effectively with parents and Boosters, including organizing and leading meetings.
- *Fostered a culture of good sportsmanship, cooperation and responsibility.
- *Motivated and encouraged student athletes to do their best during practices and games.

Specialized Experience (Continued)

Director of Operations/ Head Basketball Coach
Crown City Basketball Club – Pasadena, CA

Jan 2009 to Nov2018

- *Foster a culture of good sportsmanship, cooperation and responsibility.
- *Maintained scouting database for basketball teams.
- *Coordinate,secure and schedule facility use.
- *Trained student-athletes during the off-season.
- *organize all team fundraising projects to raise money for new uniforms and equipment.

Val Khamenia

18444 Collins Street #3 Tarzana, CA 91356 Phone: 323-684-9383 Mail: valkhamenia@gmail.com

Education:

National University of Physical Education and Sports of Ukraine, Kiev: Master,
Head of Arts in Teaching Physical Education
George Washington University: Bachelor of Science in Exercise Science

Experience:

Los Angeles Valley College: Men's Basketball Associate Head Coach (June 2011-Present)

- Recruit and advise student athletes
- Oversee the team's Covid-19 protocols, compliance, and testing
- Create, maintain, and support programs to develop better and more complete tracking, monitoring, and support tools for student athletes' academic progress
- Build a strong team and teach student athletes winning tactics and strategies
- Design game strategy and tactics. Hold players' team meetings to explain the details and reasons for each strategy
- Plan and initiate activities to foster community relations
- Coordinate all necessary forms and documentation, uniforms, meals, and travel logistics
- Plan and initiate fund-raising activities for the Men's Basketball program
- Develop and implement pre- and post-season conditioning and weight training programs
- Hire and supervise the Men's Basketball program staff
- Maintain a positive working relationship with the other departments on campus
- Ensure compliance with local, state, and federal regulations

Los Angeles Valley College: Assistant Head Coach (May 2007- June 2011)

- Assisted in planning, preparation, conducting and evaluating practice sessions
- Taught fundamentals for post and perimeter position players
- Planned, organized and directed practices with the Head Coach
- Helped analyze, develop, and edit game and practice film sessions
- Improved each player through strategic training, development, and quantifiable statistics

Los Angeles Valley College: Basketball Camp Supervisor and Coach (2008 - Present)

- Hire and supervise basketball Coaching Staff
- Implement individual and group instruction on all aspects of offensive and defensive basketball

ARC Youth Basketball Program: Head Basketball Coach (2015 - Present)

- Plan, organize and conduct games, practices and athletic training program that result in a highly competitive Youth Basketball program
- Teach basic and advanced fundamental skills of basketball, explain and demonstrate dribbling, shooting and defensive techniques and strategies
- Promote self-esteem, teamwork, and the value of hard work
- Establish and enforce standards of conduct and behavior for team members and parents

Bally's Total Fitness: Personal Trainer (2005 - 2008)

- Establish client's health and fitness goals
- Consult, advise, educate clients on the fundamental need for healthy nutrition, nutrition planning and implementation
- Analyze, establish a workout plan that fits the client's goals, and information obtained from initial consultation and fitness testing
- Knowledge and educate client of safety and injury prevention practices (e.g., proper range of motion for exercise, proper spotting techniques, etc.)

Skills:

- Excellent communication, leadership, and organizational skills
- Experienced with recruiting, coaching and teaching students of diverse ethnic and socioeconomic backgrounds
- Strong motivational skills and commitment to the academic success of studentathletes
- Ability to develop players of all positions, and conduct relative conditioning programs
- Extensive exposure in handling basketball training, practices, and athletic scholarship screening
- Ability to work with computers, maintain databases, and operate recording equipment and film exchange

Professional and Collegiate Highlights:

- Los Angeles Valley College – California State Tournament 2020
- Played Professional Basketball in Russia 2002/2003
- Played Professional Basketball in Belarus- 1996-1998,2003/04
- Belarus Professional Basketball League ALL-STAR- 2004
- Member of Belarus National Team 1996-2004
- NCAA “March Madness” Tournament, George Washington University- 1999
- Atlantic 10 Conference Regular Season Champions, GWU-1999
- Belarus Professional League MVP- 1996, 1997
- Captain of 1996-1998 Belarus League Basketball Teams
- Belarus League Gold Medal-1996/1997, 2004 Silver Medal 1995/1996, Bronze Medal 1997/1998 Russian League Silver Medal 2003

KERMIT PACE

Los Angeles, California 90065

6262054082 - kermitwpace@gmail.com - WWW: [Bold Profile](#)

WORK HISTORY

08/2019 to Current **College and Career Advisor**

Aveson Global Leadership Academy – Altadena, CA

- Maintained up-to-date knowledge of industry trends and best practices in career advising, ensuring clients received cutting-edge guidance and support.
- Enhanced client career development by providing personalized guidance and support.
- Utilized variety of instructional design methodologies to create effective learning experiences.
- Attended job fairs and visited classrooms to provide wide range of information to prospective job seekers.

08/2003 to 09/2015 **Assistant Football Coach**

Lewis & Clark College – Portland, OR

- Negotiated and resolved conflicts between players, parents and staff to restore order.
- Recruited athletes by attending games, meeting with families, and presenting scholarship offers.
- Monitored students' academic progress and coordinated extra resources for any struggling with classes.
- Coordinated travel arrangements and logistics for away games, ensuring smooth operations.

09/2003 to 01/2005 **Assistant Women's Basketball Coach**

Lewis & Clark College – Portland, OR

- Facilitated group coaching sessions and provided individual coaching support.
- Encouraged clients to find creative solutions to problems and maintain motivation.
- Monitored athletes during events and practice to quickly identify injuries.
- Promoted proper stretching, warmups and conditioning exercises to prevent sports injuries.

01/1995 to 03/2002 **Owner**

Pacific Northwest Sports Academy – Vancouver, WA

Trained High School and College Athletes in all sports

- Assisted clients with developing strategies to manage stress and increase productivity.
- Researched latest industry trends and developments to keep abreast of best practices.
- Promoted teamwork and cooperation among coaching staff, ensuring that all

- members of the athletic department were aligned in their goals for athlete success.
- Optimized athletic potential through individualized assessments, goal setting, and progress tracking.
 - Developed and implemented programs focused on improving power, speed and endurance.
 - Designed effective warm-up routines to prepare athletes physically and mentally for peak performance in their respective sports.

EDUCATION

- 08/2015 **No Degree: Educational Leadership**
Lewis & Clark College - Portland, OR
- Thesis: Factors that play a role in the graduation of non-athlete black males.
- 09/2006 **Master of Arts: Interdisciplinary Studies**
Marylhurst University - Marylhurst, OR
- 09/2006 **Bachelor of Arts: Psychology**
Marylhurst University - Marylhurst, OR
- Phil Knight Scholarship Recipient
 - 3.98 GPA
 - Thesis: Exploitation of Black Athletes by Division I Universities.
- 09/1983 **Bachelor of Arts: Philosophy**
California State University - Long Beach - Long Beach, CA

Tanya Nicole Samarzich
Email: tanyasamarzich@aveson.org

Employment

Club Soccer Coach | California Athletic Soccer Club| La Canada, CA| 01/2023 – Current

- Utilized knowledge of biology, anatomy and kinesiology to design safe and effective exercise
- Conveyed health and well-being concepts beyond Physical fitness
- Create comprehensive and effective game plan
- Coach and manage two female team (player registration, tournament registration)

4th-8th Grade Physical Education Teacher/ athletic Coach | North Hollywood, CA | 01/2021-02/2024

- Created lesson plans
- Developing a standard base based physical education curriculum
- Utilized knowledge of biology, anatomy and kinesiology to design safe and effective exercise
- Director of Athletics
- Conveyed health and well-being concepts beyond Physical fitness
- Started summer athletic program
- Managed and maintained school equipment and facility grounds
- Coached all boys and girls middle school and elementary soccer teams winning 4 championships and 3 undefeated teams
- Flag Football assistant coach after school (seasonal) 2 champions

Professional Soccer Player | Rayadas - Monterrey, Nuevo Leon , Mexico| 07/2019 - 11/2021

- Participated in numerous professional soccer events
- First ever championship trophy for Rayadas in LaLiga
- Collaborated with team members and coaches to come up with strategies to win games.
- Maintained optimal fitness level by training regularly, following nutrition plans and consulting with health professionals.
- Live interviews on national Television.
- Managing social media accounts with high number of followers and high engagement to interact with people from all over the world

Certifications

USA Soccer Federation| Los Angeles, CA |01/01/2023

- Certified US Coaching License

U.S center for SAFESPORT- 7/25/2023

- Recognizing and Reporting Misconduct certified

HSI American Safety & Health institute -8/22/2023

- Adult first aid certified

- CPR / AED All ages certified

Education

University of Kentucky | Lexington, KY | 05/2019

Bachelor of Science: Human Development and Family Studies

- Minor in Communication
- Minor in Child Development
 - Team captain for women's soccer team
 - Honor Roll 4.0 GPA (Cum Laude)
 - Women's soccer team

University of Southern California | Los Angeles, CA | 05/13-0/14

- Undergrad student 40 credits completed
- USC soccer team

Honors

Youth Mexico national team

- U-17 World Cup qualifiers- 2010 (costa rica)
- U-17 World Cup- 2011 (Trinidad and Tobago)
- u-20 World Cup qualifiers (Panama)
- U-20 World Cup-2012 (Japan)
- U-20 World Cup qualier-2014 (Cayman Islands)
- World Cup golden boot winner 2014
- u-20 World Cup- 2014(Canada)

Senior Mexico national team

- Pan American game 2011
- China 4 Nation tournament 2012 2/15/2012
- 3 Nations international tournament 8/9/2012
- International friendly Utah September 2014
- International friendly New York 2014
- Concacaf World Cup qualifying October 2014
- World Cup send off series May 2015
- World Cup Canada roster 2015- got injured first game
- 4 nation tournament China January 2016
- Concacaf Olympic qualifiers February 2016
- Tournament in Canada 2017

Tara Asadoorian

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LaCrescenta, CA 91214
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taraasadoorian@gmail.com

EXPERIENCE

Middle School Lead Teacher- Math

Aveson Global Leadership Academy

Altadena, CA

September 2022- current

- Engaged students in personalized mastery learning aligned with CCSS.
- Taught 6th-8th math standards
- Managed and supported the Middle School team in data collection and the planning of cross-curricular projects

Volleyball Coach- Aveson Global Leadership Academy

Altadena, CA

September 2022- current

- Coach Middle School girls and boys volleyball team
- Demonstrate the ability to lead and motivate a team of volleyball players towards common goals, such as improving skills, teamwork, and sportsmanship.

Language Assistant- Meddeas - Colegio Pasteur

Arroyomolinos, Madrid

October 2021- June 2022

- Created activities and games for all of Primary once a week.
- Organized small group conversations.
- Taught Cambridge curriculum to grades 1-6.

Seasonal Design Assistant- Pride of Place

(Summer Position)

Los Angeles, CA

May 2019- July 2022

- Assisted in staging homes.
- Completed administrative tasks
- Sourced products for stage jobs
- Selected Accessories to be used for stage jobs

Volleyball Assistant Coach- Madrid

Colegio Pasteur

May 2022- September 2022

- Assisted the Coach in leading a 6th-10th international, girls Volleyball league.
- Demonstrate the ability to lead and motivate a team of volleyball players internationally.

SKILLS

- Excellent interpersonal skills
- Ability to interpret and apply problem solving skills to conflicting situations
- Adapt to new environments quickly
- Organized and manage time efficiently

Volunteer

Crescenta Valley Alliance:

Served as youth representative on board of CV Alliance as Vice President, a non-profit organization helping prevent under-age substance abuse in the city of La Crescenta.

Volleyball Boys Team Manager

Managed a High School boys volleyball team. Assisted in maintaining supplies intact, and organizing materials during games and tournaments.

LANGUAGES

English

Armenian- B2

Spanish-B1

EDUCATION

California State University, Long Beach

Liberal Studies -
Multiple Subject
Credential



CIF Southern Section Application for Membership 2022-23 School Year

ALL INFORMATION MUST BE TYPED

Name of School DNA Prep Academy
Street Address 21523 Rinaldi Street
City and Zip Code Chatsworth, CA 91311
School Telephone 8184658033 Athletic Telephone 8188186016 Fax 8184843705
School Website www.DNAPrepAcademy.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 2 10th 2 11th 4 12th 5
Total Number of Current Year Students 13
Anticipated Future Enrollment 3 Years Hence 60 5 Years Hence 100
New Public High Schools under Construction – Planned Opening Date n/a
Charter Schools Only – Chartering District/Institution n/a

Athletic Program Goals and Objectives

See Attached

Athletic Administration

Name of Principal Brandon Rainey Principal's email BRainey@dnaprepacademy.com
Name of Athletic Director John Van Houten Athletic Director's email JVanHouten@dnaprepacademy.com

Accreditation

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

Name and Address of Accrediting Organization

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: APRIL 1

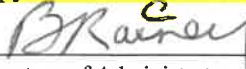
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, 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 April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

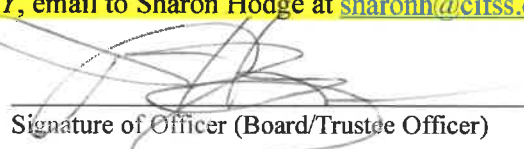
Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.



 Signature of Administrator of School (Superintendent/Principal)
DNA Prep Academy

 Name of School
3/21/24

 Date



 Signature of Officer (Board/Trustee Officer)
DNA Prep Academy Executives

 Name of District Board
3/21/24

 Date

CIF Southern Section Executive Committee Review and Approval Status

_____	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied		Area Placement	_____

Commissioner of Athletics				

Facilities

Sport

B&G Cross Country

G. Volleyball

B&G Basketball

B&G Track&Field

B. Volleyball

Practice Facility

DNA Prep Academy

Athletic Society

The DSTRKT

DNA Prep Academy

Athletic Society

Game Site and Location

TBD

The DSTRKT

The DSTRKT

TBD

The DSTRKT

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		
	Football				Traditional Competitive Cheer		
	Golf				Water Polo		
	Tennis				Wrestling		
	Traditional Competitive Cheer						
	Volleyball		V				
	Water Polo						
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field	V	V				
	Traditional Competitive Cheer						
	Beach Volleyball						
	Volleyball	V					



Private School Affidavit 2023–24

Completed Affidavit

Yes, the school is a full-time private school and meets the exemptions as set forth in EC Section 48222 .

School Information

School Name: DNA Prep Academy

CDS Code: 19647336165450

County: Los Angeles

District: Los Angeles Unified

Type of School: Coeducational

School Accommodations: Day Only

School Provides Special Education: No

Low Grade: Grade One

High Grade: Grade Twelve

High School Diploma Offered: Yes

Classification of School: Non-Religious

School Address

Physical Address: 21523 Rinaldi Street, Chatsworth, CA 91311

Mailing Address: 21523 Rinaldi Street, Chatsworth, CA 91311

School Contact Information

Phone: (818) 465-8033

Fax: (818) 484-3705

Primary Email: info@dnapreacademy.com

Website: <https://www.dnapreacademy.com/>



Prior Year

Changed School Name: No
Former School Name: No Data
Changed Districts: No
Former District: No Data

Statistical Information

Age of youngest student is: 9 years (No months were entered)
Age of oldest student is: 18 years
Number of Twelfth Grade Graduates for Previous School Year: 0
Full-time Teachers: 5
Part-time Teachers: 5
Administrators: 3
Other Staff: 20

Enrollment

Kindergarten: 0
First Grade: 0
Second Grade: 0
Third Grade: 0
Fourth Grade: 3
Fifth Grade: 3
Sixth Grade: 14
Seventh Grade: 25
Eighth Grade: 50
Ninth Grade: 2
Tenth Grade: 2
Eleventh Grade: 4
Twelfth Grade: 4

Total Enrollment Count: 107



Administrative Staff

Administrator

Title: Head of School

Name: Mr. Brandon Rainey

Email: info@dnapreacademy.com

Phone: (818) 465-8033

Address: 21523 Rinaldi Street, Chatsworth, CA 91311

Director

Title: Superintendent

Name: Dr. Linda Jones

Email: ljones@dnapreacademy.com

Phone: (818) 465-8033

Address: 21523 Rinaldi Street, Chatsworth, CA 91311

School Records

Per Education Code (EC) Section 33190 , private schools are required to maintain the following records, provide the location of these records, and name a custodian of records.

1. The records required per EC Section 48222 .
2. The courses of study offered by the institution.
3. The names and addresses, including city and street, of its faculty, together with a record of the educational qualifications of each.

Title: Other

Name: Mr. Jared Pitt

Address: 21523 Rinaldi Street, Chatsworth, CA 91311

Phone: (818) 465-8033

Email: jpitt@dnapreacademy.com

Records Location: 21523 Rinaldi Street, Chatsworth, CA 91311

Tax Status

Tax-exempt, Nonprofit Status Under 501(c)(3) of the U.S. Internal Revenue Code: No

Tax-exempt, Nonprofit Status Under Section 23701d of the California Revenue and Taxation Code: No

Property Tax Exemption Under Section 214 of the California Revenue and Taxation Code: No

None of the Above: Yes



Acknowledgment and Statutory Notices

Please read and acknowledge the following:

- All Private School Affidavits are public documents viewable by the public.
- 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.
- 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.
- The Affidavit is not a license or authorization to operate a private school.
- The Private School Affidavit does not indicate approval, recognition, or endorsement by the state. Filing of this Affidavit shall not be interpreted to mean, and it shall be unlawful for any school to expressly or impliedly represent by any means whatsoever, that the State of California, the Superintendent of Public Instruction, the State Board of Education, the CDE, or any division or bureau of the Department, or any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or course unless this is an actual fact (see EC Section 33190).
- 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.
- When a school ceases operation, every effort shall 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.
- You shall retain a copy of this document for a period of three years.
- A private school shall not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to EC Section 44237. This school is in compliance with EC Section 44237 to the extent that it applies.
- 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.

Acknowledge: Yes



Signature

Title: Superintendent

Name: Linda Jones

Email: ljones@dnapreacademy.com

Confirmation

Date & Time Filed: 10/08/2023 02:35 PM

Confirmation Message Sent To: info@dnapreacademy.com; ljones@dnapreacademy.com

Page Generated: 03/12/2024 03:54 PM

BRANDON RAINEY

✉ broplaywright@gmail.com

☎ 323-708-9215

📍 www.linkedin.com/in/brainey

SKILLS

- Writer, Director, Motivational Speaker & National Trainer
- Program Development & Delivery
- Project Management
- Non Profit expert
- Data Assessment
- Trained in Gun Violence & Suicide Prevention/ Led train the trainers
- Travel Planning
- Managing Budgets

EDUCATION

Morehouse College
Atlanta, GA

Biola University
La Mirada, CA • 10/2015

AFFILIATIONS

Morehouse College Greater Los Angeles Alumni Association
President

100 Black Men of LA Member

Published Author of the book- **Man
Laws 101**

WORK HISTORY

Center Theatre Group - Teaching Artist & Audience Facilitator
08/2017 - Current

Sandy Hook Promise - Regional Training Manager/ National Senior Trainer *06/2018 - 06/2022*

- Developed, analyzed data & Delivered trainings to over 75,000 students, educators and local law enforcement to fight against gun violence & suicide across the nation.
- Coached, managed and hired over 60 trainers
- Served as Anti Racism, Equity, Diversity and Inclusion Vice-Chair to examine and make recommendations of our external & internal policies, programs and communication while serving on hiring committee inclusive of the team to hire ED and VP's.

CBG ARTS - Board Member & Executive Director
09/2016 - Current

- Served as ED until 2018. Led the process to acquire funds, grants, donations and fiscal sponsors.
- Recruited, hired and led staff to run our programs.
- Provided free arts programming for over 600 LAUSD students.
- Oversaw grant and partnership with City of Inglewood to develop Inglewood Theater Group and create "Theater in the Park"

Pullum Community Arts Center - Senior Program Director
11/2011 - 09/2016

- Oversaw the program, curriculum, budget, hiring, marketing (social media & web development), & activities for the Center
- Directed and produced community-wide productions quarterly

Greenway Arts Alliance - Resident Director - 08/2013 - 08/2015

- Directed the major student productions and taught drama classes.

ICEF Public Schools - Artistic Director - 08/2009 - 08/2012

- Oversaw the theater program for ICEF's 15 schools which included teaching the drama classes, supervising as well as hiring the artistic team and directing productions for grades 3-12.
- Managed theater's budget and interacted with charities, sponsors and trusts to obtain operating funds.
- Led the theater dept into victory at city-wide and regional theater competitions.

LA Unified School District - English & Drama Teacher
08/2007 - 06/2009

John Van Houten

EXPERIENCE

(818) 457-7798

JVanHouten@DNAPrepAcademy.com

Athletic Director

02/2024– Present

DNA Prep Academy - Chatsworth CA

- Support the mission, vision, core values, and goals of DNA
- Develop athletic policies and procedures
- Assist in evaluation and audits of each athletic program
- Promote positive coaching and skill instruction with our athletic staff and trainers
- Maintain communication with senior staff and administrators regarding the Athletic Department
- Support sport directors with their programming and provide resources to their team members
- Prepare and maintain a budget for each team and the entire Athletic Department

NCAA Compliance Officer + Assistant Basketball Coach

09/2023 – 01/2024

DNA Prep Academy - Chatsworth CA

- Establish checks & balances for student-athletes to maintain NCAA eligibility
- Hold parent seminars to register their athletes with NCAA eligibility center
- Liaison between DNA Prep Administration & NCAA office
- Executive Assistant to Head Coach of National High School Prep team

09/2022 – 04/2023

Head Coach

College Prep Academy - Sacramento, CA

- Develop and mentor student athletes via the sport of basketball
- Capture, breakdown, and analyze film with student-athletes
- Connect student-athlete with potential college and universities
- Assist in the curation of recruiting documents for potential college basketball programs

Basketball Consultant

Hooty Hoops Service- Various Cities, CA

05/2012 – Present

- Train and assist youth, amateur, and professional basketball players with individual skill development
- Conduct Sports Psychology sessions with athletes worldwide
- Live and Virtually scout individual players and teams
- Prepare and present the film to accompany written evaluations

Director of Basketball Operations

04/2018 – 04/2021

California State University Northridge - Los Angeles, CA

- Serve as Executive Assistant for the Head Coach
- Responsible for administrative duties related to NCAA, Conference, and University regulations
- Coordinate schedules and itineraries about practice, competition, team travel, and academics
- Adhere to NCAA Time Management Plan and Men's Basketball budget
- Manage and communicate information about the program with Administration and Sports Marketing
- Attain travel authorizations and itineraries for the Head Coach + three Assistant Coaches
- Prepare and submit travel claims for reimbursement and reconciliation
- Oversee student managers' + student assistants' duties, schedules, and timesheets

Video Coordinator 09/2017 - 04/2018
California State University Northridge - Los Angeles, CA

- Responsible for all aspects of video operations at the NCAA Division I athletic program
- Analyze opponent scouting film to assist in practice and game preparation
- Edit game film footage for coaching and player analysis
- Manage all analytical statistics for team and opponents
- Oversee walk-ons and monitor class attendance

Head Coach 03/2013 – 04/2017
O'Farrell Charter High School - San Diego, CA

- Develop team and player specific curriculum for Varsity, Junior Varsity, and Middle School teams
- Coordinate player instruction in basketball theory with positive visualization and teamwork
- Resolve parent/player grievances and referees with resolutions
- Monitor in-season and off-season academic progress
- Create an organized game schedule along with transportation and meals
- Coached teams whose accolades included 3 League Championships and a CIF Championship (2016)

Lead Coordinator 10/2016 - 05/2017
USA Basketball - San Diego, CA

- Train, Manage, and Lead the 12-week Youth Development Program
- Communicate with the Youth Development director weekly
- Provide a safe and fun environment for the boys and girls of the Skyline community

Founder/Director 03/2013 - 7/2017
Royals Basketball Academy - San Diego, CA

- Define academy goals by designing a program around the development of student-athletes
- Establish a community with resources including warm meals, school supplies, and study hall
- Operate Fundamental Basketball clinics and Personal fitness workouts daily
- Prepare student-athletes for life on and off the basketball court by promoting accountability
- Organize community fundraisers and engagement events
- Design and distribute marketing materials to recruit players and their families
- Direct skill-building lessons emphasizing positive reinforcement to encourage participation
- Recruit, coordinate, evaluate and train a coaching staff

Volunteer Experience

Player Development 06/2021 - 05/2023
Sacramento Kings & Stockton Kings - Sacramento, CA

- Assist organization and coaching staff during off-season team workouts
- Evaluate practices and competitions and provide the coaching staff with detailed reports
- Build trust and relationships with players
- Train and mentor players in position-specific skills and sports psychology techniques

Student-Manager 09/2011 – 04/2013
San Diego State University - San Diego, CA

- Aid the coaching staff with practice and game operations
- Assist in Player Development meetings and workouts
- Host recruits and their families

EDUCATION

California State University Northridge
Los Angeles, California
Public Administration, M.A.
In Progress

San Diego State University
San Diego, California
Psychology, B.A.
December 2012

Cabrillo College
Aptos, California
Psychology, A.A.
December 2010

Lena K. Perry

255 S. Grand Ave. #2602, Los Angeles CA, 90012 • 1-818-625-4734 • lenakperry@gmail.com

OBJECTIVE: To educate and influence student-athlete goalkeepers to become the best version of themselves.

EDUCATION:

Institute of Culinary Education, Pasadena CA (ICE)

Diploma, Plant-Based Culinary Arts Oct 17, 2023
GPA: 3.86, Awarded with Highest Honors, Perfect Attendance, SERV Safe Certified

University of California, Los Angeles (UCLA)

Emergency Medical Technician – National Registry Feb 28, 2023
24+hrs with American Medical Response (AMR), BLS and First-Aid/CPR/AED Certified

Health Coach Institute (HCI)

Certified Health and Life Coach July 25, 2022

National Holistic Institute, Studio City CA (NHI)

Advanced Neuromuscular Massage Therapist and Health Educator (#84210) May 20, 2021
GPA: 4.0; 1250+hrs; Letter of Excellence, Graduate with Honors, Sports Certificate

National Academy of Sports Medicine (NASM)

Certified Personal Trainer and Nutrition Coach May 25, 2019

University of the Pacific, Stockton CA (UOP)

Master of Arts in Health, Exercise & Sport Sciences - Exercise Physiology July 19, 2019
GPA: 3.95, Summa Cum Laude Graduate, Honors Society
Thesis: The Influence of Fatiguing Exercise on Power Output

Bachelor of Arts in Health, Exercise & Sports Sciences - Sports Medicine May 11, 2017
Business Minor
GPA: 3.53, Cum Laude Graduate, Dean's List, NSCAA Academic Team, WCC Commissioner Honors

JOB EXPERIENCE:

- DNA Prep Academy- Assistant Athletic Director, Head of Communications, Marketing and Operations Mar'24-Present
- Juventus FC Academy Los Angeles- Head Goalkeeper Coach-Trainer Jan'23-Present
- Goalkeeper Trainer for Los Angeles Goalkeeping Academy Sept'19-Present
- Lena Perry Services: GK/personal trainer; tutor; life coach; chef; in-home massage therapist Sept'18-Present
- Marymount High School- Track & Field (sprinting/jumps) and Soccer Goalkeeping Coach Feb'22-Mar'23
- 71 above Restaurant- line cook in Los Angeles, CA Sept'23-Nov'23
- Cosmopolitan Management- Brand Ambassador for Promotional Events and Grand Openings Mar'22-Dec '22
- ARTHA Wellness Center- Massage Therapist and Treatment Specialist Nov'20-Dec'21
- DNA Prep Academy- Director of Marketing Nov'19-Apr'20
- Sierra Canyon High School- Women's Soccer, Volleyball and Strength Coach Sept'18-Apr'20
- MAMBA Sports Academy- Soccer Coach and Sports Performance Intern for the 2019 NFL Combine Jan'19-Apr'20
- Mulholland Prep- tutor for ISEE, ERB and general academic Sept'18-Jan'20
- Physical Therapy Clinic and Gould's Chiropractic- Intern for Physical Therapy and Massage May'16-Aug'16; Oct'19-Jan'20
- Fitness19 and 24HR Fitness- Personal Trainer in Los Angeles, CA Sept'18-Dec'18; June'19-Oct'19
- ProwITV Project Manager and Bon Appétit Marketing Manager at University of the Pacific in Stockton, CA Jan'16-May'18

SKILLS:

- Time management, organization, detail-oriented, collaborative, hardworking, and patient with customer service
- Design, communication, and project management skills; strong intuition in delivering authentic quality information

LEADERSHIP:

- Attended 6mo of training as a Marine Corps Officer and was accepted to attend Officer Candidate School, May 2023
- Community Service Chair and Dining Service Female Rep. for the Pacific Student-Athletes Council (PSAC)
- President and Treasurer of the Pre-Physician Assistant Club; President and Vice President of MedLife
- Completed the most volunteer hours out of all Pacific student-athletes, winning the Service Award in 2017

AWARDS/OTHER CERTIFICATIONS:

- Certified Basic Life Support with American Red Cross (expires December 16, 2024)
- Certified Adult, Child, and Baby First Aid/CPR/AED with American Red Cross (expires October 30, 2024)
- University of the Pacific Women's DI Soccer Team as Goalkeeper (2013-2018)- ranked top 10 in nation for saves ('16-'17)
- University of the Pacific DI Track & Field Team (2015-'18)- record holder: 4x100m, 100m Hurdles & High Jump
- American College of Sports Medicine (ACSM) research presenter in Minneapolis, IN ('18) and Orlando, FL ('19)
- 2016-17 West Coast Conference Commissioner Silver Honors for high GPA; WCC All-Academic Team award 2015, 2016; 3 NSCAA Academic Team awards; UOP Dean's List 2014-17



DNA PREP ACADEMY

We are a specialty school for academic, athletic and artistic development.

2024-2025 DNA Prep Academy High School Sports

Cross Country: Bjorn Biggles; MA Education, 10+ years of Coaching

Girls Volleyball: Jade Mitchell; BS Communications, former D1 athlete, 5+ years of Coaching

Boys Basketball: Frank Robinson; BA Public Relations, former D1 athlete, former professional athlete, 3+ years of Coaching

Girls Basketball: Corey Wesson; BS Social Science, former college athlete, 7+ years of Coaching

Track & Field: Bjorn Biggles; MA Education, 10+ years of Coaching

Boys Volleyball: Jade Mitchell; BS Communications; former D1 athlete, 5+ years of Coaching

Athletic Director: John Van Houten; BA Psychology, MA Public Administration, former D1 manager, former High School Head Coach, former D1 Coach, former D1 Director of Operations

Assistant Athletic Director: Lena Perry; MA Health, Exercise and Sport Sciences, former dual D1 athlete, 10+ years of Coaching



DNA PREP ACADEMY

We are a specialty school for academic, athletic and artistic development

DNA Prep Academy's philosophy of "DEVELOP" encapsulates our unwavering commitment to constant growth and improvement, both for our students and ourselves. This philosophy drives every decision and action we take, propelling us towards becoming the best versions of ourselves in all aspects of life.

In alignment with the mission and purpose of DNA Prep Academy, DNA Athletics remains steadfastly committed to serving and empowering our student-athletes. We provide unparalleled support, resources, and an environment conducive to their holistic development, enabling them to pursue a world-class education and engage in a meaningful and fulfilling high school experience.

At DNA Prep Academy, we are not just preparing students for academic success; we are nurturing well-rounded individuals equipped to conquer life's challenges and make meaningful contributions to the world. Our commitment to continuous development ensures that we remain at the forefront of innovation in education, empowering students to realize their full potential and thrive in an ever-changing world.



DNA PREP ACADEMY

We are a specialty school for academic, athletic and artistic development.

Dear Visitors,

Welcome to DNA Prep Academy! I am Brandon Rainey, the Head of School, and I am delighted to extend a warm welcome to each of you. As you step into our community, you become partners in our journey of growth and excellence.

Our defining philosophy is “DEVELOP,” symbolizing our commitment to continuous improvement. Despite global challenges, we seized the opportunity to redefine education, establishing a new campus in Los Angeles and extending our reach to grades 4-12.

Central to our mission is empowering students as noble athletes and artists, encouraging them to rise and wear the crown of well-rounded excellence. We aspire for our students to be well dressed, well read, well spoken, well-traveled, and well balanced.

As you explore our campus today, immerse yourself in the DNA Prep experience. Should you have any questions about admissions, please contact admissions@dnaprepacademy.com. If you need anything from me, feel free to contact me at brainey@dnaprepacademy.com.

Thank you for joining us. Let's embark on this journey of growth and greatness together.

Warm regards,

Brandon Rainey
Academy Head



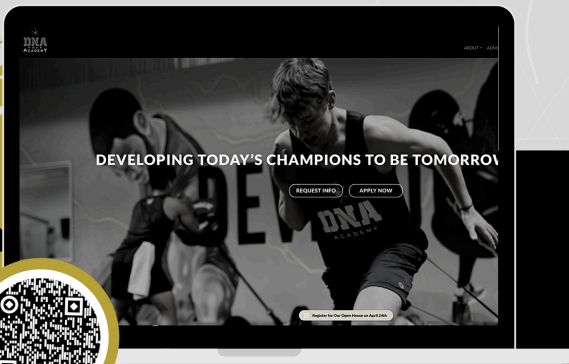
DNA PREP ACADEMY

“

THE FUTURE DEPENDS ON
WHAT YOU DO TODAY.

-MAHATMA GANDHI

DEVELOPING
TODAY'S
CHAMPIONS
TO BE
TOMORROW'S
LEADERS.



Scan the QR Code to check
us out online today!

CONTACT US

21523 Rinaldi St
Chatsworth, California 91311
www.dnaprepacademy.com
(818) 465-8033
@dnaprepacademy



We are a specialty school for academic, athletic and artistic development.

WHO WE ARE

DNA Prep Academy exists because we are no longer satisfied with traditional education models. Our quest to reimagine education for our elite student athletes and artists while challenging the stereotypes of artistry and athleticism in schools is a foundational component of our forward thinking high-performance programming.

We deliver pragmatic, yet contemporary solutions to academic learning and talent development, that both equip and empower our students to achieve and compete at the highest levels. Including, intense focus on developing all aspects of their talents and potential through Holistic Personal Development, Cutting Edge Instruction and Training, Exclusive Access, and most importantly, Flexibility and Choice.

In addition to our daily training activities, foundational capabilities of our programming include:

1. Deepening self-compassion, curiosity, empathy and professional acumen
2. Mental toughness, including physical and psychological readiness
3. Individualized performance training and academic scheduling dependent on sports or artists specific demands
4. Combine training, physical therapy and nutrition science to ensure optimal performance, minimize injury risk, build strength and optimize performance across sports and the arts



WHAT WE DO

We leverage our interdisciplinary methodology and frameworks for experiential and project-based learning to empower students to both internalize and apply key life concepts across curriculum areas.

Featured experiences include:

- Sports Training & Sports Medicine
- Visual & Performing Arts
- Entrepreneurship & Financial Literacy
- Agriculture, STEM & Humanities
- 21st Century Technology & Facilities
- Accredited & NCAA Approved Curriculum
- Access to Industry Professionals
- College Pathway Program
- Personalized Learning Plans
- Classrooms Equipped with Hybrid Technology for Traveling Student Athletes & Working Student Professionals...and so much more!

DISCOVER DNA

READY TO TAP IN?

We're accepting new students!

Please visit us online at dnapreacademy.com to learn more about our core program experiences and/or to schedule a campus tour.

We can't wait to hear from you!

90%
Acceptance Rate to
Highly Selective
High Schools

70%
of Students Receive
Financial Aid





*Accredited by the
Accrediting Commission for Schools,
Western Association of Schools and Colleges*

DNA PREP ACADEMY HIGH SCHOOL COURSE CATALOGUE AND CURRICULUM GUIDE

For Class of 2024 and 2025

Developing Today's Champions to Become Tomorrow's Leaders

21523 Rinaldi Street
Chatsworth CA 91311
Office (818) 465-8033
Fax (818) 484-3705
www.dnapreacademy.com

Dear DNA Students and Families:

At DNA Prep Academy, we're committed to academic excellence, learning through discovery, and a community where every student-athlete feels known and valued. We hope students pursue classes that challenge them while providing flexibility and balance. In this important time before college, students have the opportunity to explore new interests and discover more about themselves as learners.

Together with our faculty and the guidance of our counselor, students will use this curriculum guide to inform their choices for the school schedule. As you plan, keep in mind DNA Prep Academy's aim for our students' high school experience - that they leave here with developed habits of mind and heart so that they can flourish in life both in and out of their perspective sport. We direct them to ask themselves: What are you curious about? What will you learn in your journey toward a fulfilling life as a globally conscious, creative, independent thinker? We're excited to be here to support our students' learning journey!

Your DNA Prep Academy Staff and Faculty

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ABOUT DNA PREP ACADEMY

DNA Prep Academy (DNA- “Developing Noble Athletes and Artists”) is a specialty, all-gender, independent private school, designed for the whole development of the elite student-athlete and student of the visual and performing arts in grades 4-12. We exist because we are no longer satisfied with traditional education models. We are reimaging the schooling experience through our holistic approach that not only emphasizes academic rigor and the development of academic, athletic, and artistic skills, but also includes an added focus on personalized learning and development, service learning, and career technical education. We are accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges.

DNA Prep Academy is a diverse campus built on the foundation of continuous and purposeful development in all endeavors of life. At DNA Prep Academy, we teach our students to strive for excellence and follow their passions. We also give them the innovative tools they need to become the best versions of themselves so they can serve their communities and the world.

DNA PREP ACADEMY FOUNDATIONAL STATEMENTS

VISION

Our vision is to create a high-quality educational experience in a flexible, supportive learning environment that holistically inspires and develops student-athletes and artists to push past perceived limits on their respective paths toward success. As students get better at their sports, arts, and life skills, they also get better at their academic goals.

MISSION STATEMENT

Our mission is to provide the tools, guidance, and opportunity to develop committed student-athletes and artists into the best versions of themselves - physically, academically, artistically, spiritually, and emotionally. Regardless of their socio-economic background.

PHILOSOPHY OF EDUCATION

DNA Prep Academy's defining philosophy that drives our decisions and actions is "DEVELOP." This philosophy means we are always striving to develop our students and ourselves every day to become better than yesterday and that we are in constant pursuit of becoming our best versions—whether that is academically, artistically, or athletically.

Our overall instructional and performance framework is competency-based and student-centered. We use a variety of instructional approaches such as personalized and project-based learning to deliver instruction and evaluate student outcomes.

DNA Prep Academy High School will provide the highest level of training and competition in a variety of sports, including basketball, soccer, and baseball. The framework for our high school academic program utilizes a flexible learning model centered around personalized instruction and self-paced courses. This model provides our student-athletes the opportunity to gain confidence while finding the balance they need to thrive at a college level in both sports and academics.

Core Values

- *Faith*
- *Family*
- *Education*
- *Character*
- *Community*

DNA PREP ACADEMY PLEDGE

As a DNA Prep Academy Student-Athlete, I pledge to accept to be a Champion of Character, as well as live and exercise the five core values of a Noble Athlete. I will strive to be a role model for my family, friends, community, and school; persevering to become an upstanding individual who respects my opportunities, those that give them, and most of all, the life in which they exist. While walking by faith and self-surety, I know I can accomplish these goals. I acknowledge there is a responsibility and honor to be a part of this Academy. I am no longer an individual; I am now a part of a family. Within this family is brotherhood and sisterhood. Being a part of this creed means there is cost and commitment in which I will choose to uphold, as well as protect the legacy of myself, family, and my DNA Prep Academy classmates.

Portrait of A DNA Prep Academy Graduate

As our scholars complete their academic journey at our school, a DNA Prep Academy graduate will be...

1. A seeker of knowledge who understands the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
2. A thinker able to recognize and approach complex problems, make ethical decisions, and understand and capitalize on his or her strengths and limitations.
3. A confident risk-taker with an age-appropriate understanding of a broad and balanced range of disciplines.
4. An open-minded global citizen with a strong sense of fairness, justice, and respect for other individuals' communities, and the environment.
5. An effective communicator who seeks and evaluates a range of viewpoints.
6. A caring and reflective person who respects the needs and feelings of others and acts to make a positive difference.
7. An inquirer with a passion for continuing a lifelong love of learning.
8. Informed about creating, generating, and preserving wealth in the context of Name, Image, and Likeness (NIL) and product of creative expression.

OVERVIEW

High School Program Features

- Approved by the Western Association of Schools and Colleges (WASC)
- A personalized and flexible curriculum delivered in a hybrid learning environment that is technologically advanced, and NCAA-approved (pending review)
- Students receive sport-specific performance training, mental strengthening, and advanced in-game theory.
- NCAA-compliant NIL department. Providing our student-athletes with unmatched opportunities to monetize their talent.
- Boys' Basketball (2023-2024) Planned for 2024-2025: Boys' and Girls' Basketball, Baseball, Boys and Girls Volleyball, and Soccer performance training

High School Counseling and Academic Support

DNA Prep Academy provides structured, goal-oriented, individual, small, and large group counseling sessions to assist students in exploring, interpreting, and developing personal decision-making competencies, enhancing self-esteem and self-understanding; and developing academic, career, and personal/social life plans while making sure students remain academically on track.

Counseling Office Hours

M – TH: 8:30 AM – 10:50 AM and 1:30-2:30
F – 1:30-2:30

Academic Office Hours

F – 1:00 PM – 4:00 PM

HIGH SCHOOL CURRICULUM

DNA Prep Academy is WASC-accredited. Its personalized and flexible, hybrid curriculum is technologically advanced and NCAA-approved. Our instructors use an integrated approach of in-person, video instruction, and interactive coursework to accommodate the required flexibility needed for our student-athletes. Our hybrid instructional model allows students to complete 70% of their work independently and 30% at our school site in a classroom setting, in small groups, seminars, tutoring sessions, or meeting one-on-one with their teacher advisor. Students attend our learning center on campus daily Monday – Thursday where subject-specific experts are on hand each day. Each student is provided with an education plan to ensure every student is meeting requirements for graduation and maintaining NCAA eligibility.

HIGH SCHOOL GRADUATION REQUIREMENTS

To earn a high school diploma and graduate through DNA Prep Academy, a student must meet the following criteria:

- Earn a minimum of 24 high school credits (standard pathway), including the minimum requirements in each subject area.
- The collegebound pathway diploma requires a minimum of 26 credits with a minimum GPA of 3.0
- Complete a minimum of six elective credits.
- Be enrolled and active in DNA Prep Academy for a minimum of 10 months (school year).
- Be at least 16 years of age.
- Maintain a record of good conduct and citizenship throughout the term of enrollment at DNA Prep Academy
- Meet all outstanding financial obligations with DNA Prep Academy.
- Graduation Fee \$100

CLASS OF 2024 and 2025

To receive a diploma from DNA Prep Academy grades 9-12, student who attend DNA Prep Academy must successfully (“C” or better for the standard pathway and “B” or better for the collegebound pathway) earn a minimum of 24 credits to graduate based on their specific graduation plan. Full-time Students in 9th-11th grades enroll in a minimum of 7 (1 credit) courses each year. 12th-grade students may enroll in a minimum of 5 classes provided they have met all graduation requirements and have a cumulative GPA of 3.0 or higher at the start of their senior year. In each subject area, students may select classes in each of the listed core categories below. For the 2023-2024 school year, the practical arts credit requirement is waived for seniors. Electives will fill up the remaining courses. Courses with a (+) indicate they have prerequisites. Courses with a (*) indicate they are A-G approved. The minimum course credits required to graduate include:

STANDARD PATHWAY

Required Course 1 semester =.50 credits)	Required Years	Required credits
English/ELA	4	4
Mathematics	3	3
Science (2 yrs. of Physical and 1 yr. Life)	3	3
History/Social Science	4	4
Fine Arts/VAPA	1	1
Health and P.E.	1	1
Practical Arts	1	1
Additional Credits/Elective Courses*		7
Total	Min. GPA 2.75	24 Credits

COLLEGE PATHWAY

Required Course 1 semester =.50 credits)	Required Years	Required credits
English/ELA	4	4
Mathematics	4	4
Science (2 yrs. of Physical and 1 yr. Life)	3	3
History/Social Science	4	4
World Languages (Same Language)	2	2
Health and P.E.	1	1
Fine Arts/VAPA	1	1
Practical Arts	1	1
Additional Credits/Elective Courses*		
Total	Min. GPA 3.0	26 Credits

*All credits earned over the required courses in any subject area will count toward the “Additional/Elective” requirement

PREPARING FOR GRADUATION

DNA Prep Academy provides in-depth support to ensure that students understand graduation requirements and are well-prepared for life beyond high school. To ensure that each graduating class of seniors is well prepared for the transition out of our hybrid high school, DNA Prep Academy provides:

- Access to a school counselor
- Assistance in creating a four-year academic plan
- College and career planning help, including:
 - Guidance in finding appropriate college or career opportunities
 - Workshops and guest speakers that provide information about the college application process, financial aid, and scholarships
 - Free access to online test preparation courses for college admissions tests outside of CA
 - Official transcripts
- Additional extracurricular activities such as Peer Mediation, Field Trips, etc.

TRANSFERRING CREDITS

- Credits earned while attending another high school may be transferable and will be listed under the accredited school name.
- An official transcript will be required for the transfer of credits.
- Only credits with a grade of C- or greater are eligible for transfer.
- DNA Prep Academy reserves the right to decline the transfer of credit(s).
- As a minimum, students must complete the entire 12th grade through DNA Prep Academy (minimum of 6 credits)

GRADING AND TRANSCRIPTS

Semester and full-year grades appear on the student’s permanent transcript record and are issued at the end of each semester in February and June when the course is completed. Students and/or parents who wish for clarification about a course grade must do so within two weeks of the issue of report cards. All grade inquiries are made directly to the teacher of the course. If questions or concerns remain after the teacher clarifies the final grade, a student and/or family may seek the assistance of the Academy Head for further clarification. Ultimately, the teacher of record for a course is the sole arbiter of the final grade that a student has earned in the course. Note: Once semester or full-year grades are posted to school records, an instructor may not accept any late coursework from any student for the purpose of improving the student’s reported grade. This policy is part of standard academic practices. This policy recognizes that a final course grade represents 18 weeks of coursework and assessments that have accurately measured student learning and have been reported across the term via the school’s open gradebook. Students and families are asked to refrain from petitioning teachers for an exception to this policy as teachers are not permitted to grant that exception. All grades are a part of the cumulative GPA.

Transcript Key

H	=	Honors/AP Course
p	=	College Prep Course
r	=	Repeated Course
n	=	null, Removed from GPA Calculation
I	=	Incomplete
DE	=	Dual Enrollment
W	=	Withdraw
W/Fail	=	Withdraw/Fail

UC/CSU A-G REQUIREMENTS

“A-G Designation” = UC/CSU approval

	Subject	CSU	UC
A	History/Social Science	2 years	2 years
B	English	4 years	4 years
C	Mathematics (incl. Geometry)	3 years	*4 years
D	Laboratory Science (1 yr. life + 1 yr. physical)	2 years	*3 years
E	Foreign Language (same language)	2 years	*3 years
F	Visual/Performing Art	1 year	1 year
G	College Prep Electives	1 year	1 year

* = Number of recommended years

Grading Scale

Grading Scale				
A+ = 100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = 0- 60%
A = 94-99%	B = 83-86%	C = 73-76%	D = 63-66%	
A- = 90-93%	B- = 80-82%	C- = 70-72%	D- = 60-62%	

*DNA Prep Academy does not rank. GPA is calculated on an unweighted 4.0 scale. Pluses and minuses grades are issued on the transcript but are not given an increase or decreased GPA value and calculate as: **A** (4), **B** (3), **C** (2), **D** (1), GPA points.

Grade Descriptors

- (90% - 100%) Excellent demonstration of knowledge and skill, mastery of course content. Students’ coursework is characterized by accuracy and understanding and application of course concepts/principles, thorough completion, and timely submission of assignments.
- (80% - 89%) Good demonstration of knowledge and skill, proficiency in course content. Student’s coursework reflects generally solid understanding and application of course concepts/principles and regular completion of assignments.
- (70% - 79%) Satisfactory demonstration of knowledge and skill, basic competency with course content. Student’s coursework indicates an acceptable understanding of course concepts/principles and completion of most assignments.

- (60% - 69%) Poor demonstration of knowledge and skill, lack of competence with course content. Student has done less than the required amount of coursework to show passable understanding and/or has not achieved satisfactory scores on assignments/assessments. *Note: for the purposes of college admissions, a D earned in a required course must be remediated in summer school.

- (below 60%) Failure to demonstrate knowledge and skill. Student has done far less than the required amount of coursework to show understanding and/or has not achieved satisfactory scores on the majority of assignments/assessments.

- I (Incomplete) An I will be issued in a course only in extraordinary and verifiable circumstances when a student is prevented by sickness or other emergency from completing required coursework before the end of the semester or term. An INC will not be issued if a student has not completed most of the coursework assigned across the semester/term. An INC can be issued only with approval by the Superintendent and the student has two (2) weeks to complete their coursework (unless other arrangements have been made with the teacher and approved by the Superintendent). The teacher of record for the course will evaluate the student's completed work and replace the INC with a course grade. *Note: An INC will never be issued retroactively for a student to raise a course grade after Student Records (Registrar) has posted semester/term grades.*

Other transcript notations include:

- P/NP: (Pass/No Pass) allows students to explore some electives without the stress of worrying about their GPA. For some nonacademic courses such as athletic training, team sports, or seminars, a grade of Pass/No Pass is applied. The (P) grades require a level of performance at least equal to a letter grade of B and will earn credits, but no grade points. No pass (NP) grades represent a level of performance at a D- or lower. No units or grade points will be earned.
 - While on **academic probation**, you must take all coursework for a letter grade unless you enroll in a required course that is only offered P/NP.
 - Courses previously taken for a letter grade cannot be repeated with the P/NP grading option.
- W: Indicates that a student attempted the class past the official course change deadline but withdrew prior to the end of the 6th week of the semester. No grade is recorded and there is no negative effect on a student's GPA. However, colleges may require an explanation for a course withdrawal.
- W/Fail: Indicates that a student withdrew from the course after the end of the sixth (6th) week of the start of the term. This notation has the same effect as an "F" grade and negatively impacts a student's GPA.

Grade Point Average (GPA) Calculation

GPA's are recalculated at the end of each school grading period (January and June), as well as at the start of the new school year after summer school coursework has been completed and reported to the school. DNA Prep Academy summer coursework is reflected on the DNA Prep Academy transcript. A grade earned in summer school does not replace the original grade earned in the regular school-year course. DNA Prep Academy calculates students' GPA using all coursework completed by the student. Colleges have calculation formulas that are unique to each institution. Students are encouraged to speak with their guidance counselor to determine how a GPA is determined based on college choices.

Grading Calculation

DNA Prep Academy professors use a straight point grading system wherein the final grade in a course is a simple average of points earned divided by points possible. All grades are calculated and reported to the school and are visible to families through the FACTS Family Portal in Renweb. Professors are expected to update their gradebooks regularly so that students and families have a timely portrait of student progress.

Units of Credit

Graduation from DNA Prep Academy is achieved through the earning of credits as specified in this policy. Credits for all high school courses and for graduation requirements will be awarded on a “unit of credit” basis. One “1.0 unit of credit” is equal to a year of instruction within a course. Some courses are offered to students with half credit, “0.5 unit of credit”, is equal to a semester or half a year of instruction within a course.

Open Grade Reporting

DNA Prep Academy utilizes an “open grade book” to report student progress to give our families timely portrait of student learning and to support communication between families and our school. Instead of occasional grade reporting periods, where each static grade is available until the next posting date, the open grade books provide real-time updates of assignment grades and overall course grades. These grade books are accessible via the Acellus App in the Parent Access Portal and for non-Acellus courses, the grade books are accessible via the Renweb FACTS Family Portal.

With this approach to reporting student progress, it is important to keep in mind that teacher evaluation of some special assignments not generated in the learning system is not immediate. It takes time for a teacher to review students’ assignments carefully.

Academic Outreach and 10-Week Progress Reporting

DNA Prep Academy prioritizes integrity, transparency, and accuracy in our schoolwide grading and grade reporting practices. Though grade books are online and always open so that student progress can be seen in real-time, academic outreach occurs in the sixth week of the semester when teachers send emails to the families of students who are not performing at a satisfactory level in class (a low “C” or below). This communication point one-third of the way through the term helps ensure students and their families are aware of the student’s performance and what the student must do while there is still time for improvement. Our Counselor is also copied on this communication so that they can work with students, families, and teachers to identify strategies that will support academic success.

At Quarterly Progress Periods during the 10th week of each semester, grades are reported in as percentages. The letter grade equivalent is noted for convenience. Grades are not rounded at the quarter. The grade reported at the Quarterly Progress Period determines a student’s eligibility to participate in athletics and extracurricular activities. Students with a GPA of below a 2.0 are considered on probation/ineligible and may not participate in these areas until they raise their GPA to a 2.0 or better.

NOTE: There are no grade changes at the quarterly progress grading periods. A grade that is posted at the The 10-week reporting period may not be changed under any circumstance.

Honor Roll and Valedictorian

DNA Prep Academy publishes two honor rolls after the conclusion of each semester, The DNA Honor Roll, and the DNA Prolific Honor Roll. The DNA Honor Roll is awarded to students yearly who earn a 3.65-3.89 grade point average. To be on the DNA Honor Roll, a student must have:

1. An overall GPA of 3.6-3.89 on the report card, for the school year (B average).
2. No report card grade lower than a C- in any subject during the school year.
3. No more than 1 C in a main core subject per year.
4. No C’s in the last trimester
5. Student should not have broken any academic school policy.

The DNA Prolific Honor Roll is awarded to students yearly with a 3.8-4.0 grade point average or higher. Students must have:

1. An overall GPA of 3.9-4.0 on the report card for the school year.
2. Student should not have broken any academic school policy

Valedictorian

To be named the valedictorian, a student must be on the Prolific High Honor Roll all through high school and currently have the highest academic performance.

ACADEMIC CREDIT RECOVERY FOR “D” & “F” GRADES

Successful progression through all curricular coursework in 9th through 12th grades is essential for all student-athletes to meet the school’s graduation and NCAA eligibility requirements. Credit Recovery is offered over the following 3 terms: Fall, Spring, and Summer (Summer School) through the same platform as the regular coursework with the same rigor and performance expectations. Courses may be taken for credit recovery for any D or F grades earned from previous course enrollments (reflected on the transcript). The cost for this program is \$350.00* per class, per semester. Sophomores and Juniors may only enroll in 1 additional semester or full year course without *prior* approval from the [School Counselor](#). Seniors may enroll for up to 2 semester courses or 2 full year courses. **Note for planning purposes:** Students may enroll in 3-semester courses in a summer term (any grade level).

Students are required to meet with their teacher-advisor and establish a plan for starting their work. Students who fail to work consistently within the first three weeks, habitually absent without prior notification, and are non-productive in the course, will be dropped from the class or risk being dismissed from the program.

- Students are required to complete the on-line class assignments or quizzes by the scheduled due date.
- Students may meet with an instructor during Office Hour times or during the daily scheduled Learning Center times if needing assistance understanding the material.
- Students are required to take all tests in the presence of their instructor once the assignments and quiz for a specific unit have been completed.
- All course work must be completed by the last day of class

When a student earns a “D” or “F” in either semester of a graduation requirement course or a course required for progression to the next level in a subject area, the student and their parent/guardian must meet with the counselor at the conclusion of the semester and sign an Academic Performance Improvement contract. This contract sets forth the expectation that the student will enroll in a DNA Prep Academy-approved summer school course immediately following that school year to remediate the coursework and recover the academic credits toward graduation. The contract also articulates, if applicable, additional conditions that must be met and indicates the consequences if a student does not follow through with the contract stipulations. Students must earn semester grades of at least 70% in a core academic class to be able to progress to the next level course. The prerequisite grade for any course, as established by the curriculum coordinator, indicates that the student has made acceptable progress and is ready for the next level in the subject area. For this reason, it is imperative that students successfully pass all credit recovery coursework in the summer so that they can advance in the subject area and remain on track to graduate.

While a “D” in some other DNA Prep Academy classes can earn credit toward graduation, any “D” grade on a report card in a core class adversely impacts a student’s GPA and is generally not accepted as a passing grade for college admission purposes. NOTE: DNA Prep Academy does not permit students to repeat a course in a subsequent school year. Students who have earned a “D” or “F” in one or both semesters of an academic core class are not allowed to advance to the next level unless they have remediated the coursework in the summer and earned a passing grade. If the student does not remediate or pass the course(s) during the summer, they will not be enrolled in the next level in the following school

year. This will jeopardize a student's ability to graduate.

If a student does not remediate a "D" or "F" in a Level I or Level II World Language course they must enroll in Level I of a different language. NOTE: If a student has multiple D's and/or Fs to remediate during the summer and does not fulfill their remediation contract – failing to take or pass the required summer courses -- they jeopardize their ability to return to DNA Prep Academy for the following school year. They may be asked to withdraw because they will have failed to make satisfactory academic progress.

Repeated classes will not be given double credit. If the student earns a higher grade than the original D or F, and the class is repeated, the credit will be removed from the original course and applied to the new course if the grade is higher. Only the new grade is factored into the GPA. The new course will have the lowercase "r" placed in front of it to note that the class was repeated. The new grade is listed under the summer school term (or term in which the course was completed).

Summer School Remediation Outside of DNA PREP ACADEMY

The school recognizes that cost consideration and flexibility are necessary to help students remediate a "D" or "F." To that end, with prior approval from the Superintendent, students may take a limited number of remedial courses at other schools during the summer only, including local public high schools and area private schools. Families should note that public high schools only permit remediation of "F" grades. A student who wants to take a remedial course outside of DNA Prep Academy must be approved in advance of registering for and taking the course to ensure the course will transfer. Retroactive approval will not be granted.

Grades earned in summer school courses taken at DNA Prep Academy will be reflected on the DNA transcript. While enrolled, grades earned outside of a pre-approved school for dual enrollment, (courses not completed at DNA Prep Academy) are not included on the DNA Prep Academy GPA calculation or included on the DNA transcript. These grades are featured on transcripts produced separately by the school where the coursework was completed. The student is responsible for securing the transcripts from each accredited institution before the student's college admission process. College admissions offices will include course grades not earned at DNA Prep Academy when calculating a high school GPA.

In planning when to take Credit Recovery, here are some considerations:

- **Current Seniors:**
 - F grades must be remediated prior to graduation- if needing to remediate F grades, Credit Recovery should be taken in the Fall and/or Spring terms
 - D grades should be remediated as soon as possible as they may affect college acceptance
 - Seniors may enroll in up to 2 semester courses per term (up to 2 in Fall and 2 in Spring)
 - Seniors are welcome to enroll for Summer School in the term immediately following Spring of Senior year, but that would be after the deadlines
- **Current Sophomores & Juniors:**
 - Credit Recovery should be taken as soon as possible. Considerations should be made for your current academic and training schedule. Do you have time to fit in Credit Recovery coursework during the school year? Credit Recovery courses are generally the same amount of work as a regular class.
 - If you need to fit in more than one Credit Recovery course in the Fall and/or Spring Credit Recovery terms, please reach out to Professor Lewis, your [School Counselor](#) for review of your request.
 - Keep in mind: up to 3 semester courses can be remediated over the summer School term.
- **Current Freshmen:**
 - Would NOT take Credit Recovery over the Spring 2024 Credit Recovery term. The first offering of Credit Recovery for current Freshmen is Summer School 2024.

- Following Freshmen year, Credit Recovery should be taken as soon as possible. Considerations should be made for your current academic and training schedule. Will you have time to fit in Credit Recovery coursework during the school year? Credit Recovery courses are generally the same amount of work as a regular class.
 - Keep in mind: up to 3 semester courses can be remediated over the summer School term.

STUDENT-ATHLETE INFORMATION

Juniors and Seniors planning to play sports at the collegiate level must comply to **NCAA requirements**.

NCAA

Search and view DNA Prep Academy's NCAA Course List at: [pending NCAA initial approval]

To participate in NCAA Division I or II athletics in college:

- View the NCAA Guide to the College-Bound Student-Athlete:
http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf
- Register with the NCAA Eligibility Center:
<https://web3.ncaa.org/ecwr3/>
- Request your official transcript to the NCAA Eligibility Center.
- Please see your counselor should you have any questions

IMPORTANT NOTES ON SCHEDULING

- DNA Prep Academy reserves the right to modify courses listed in the Course Catalog.
- Students' courses may be changed if there is an error in placement, conflict between elective choices, not meeting course prerequisites, or the class is full.
- For the 2023-2024 school year, all student schedules are assigned manually by grade and based on graduation requirements. Next year all student schedules will be assigned by computer, using the scheduler in the SIS. The master schedule system balances all class sizes and randomly assigns teachers and periods. For in-person classes, maintaining proper class balance and fairness to all is our primary focus in creating a learning environment that facilitates high levels of academic achievement. Students/parents may not request a schedule change to accommodate a specific teacher.
- Classes are semester-long and year-long. Once placed into a class, students must remain in that class until the end of the school term in which the course is assigned.
- Students can **ADD/DROP** courses within the first two weeks when the course is assigned
- Prerequisites for any subject must be met at the end of the first semester and maintained at the end of the second semester

COURSE SELECTION AND RECOMMENDATION AND SELECTION PROCESS

Based on student performance in the current school year, teachers will make recommendations for student's classes for next year. These recommendations are based on course content, student's skill mastery, and current work habits in class, in addition to a student's overall grade. Know that these recommendations come with a great deal of thought and care for our student's learning experience.

The counselor and site coordinator will receive teacher recommendations and work with students to develop an appropriately rigorous, yet balanced, course schedule. Their advice will also be influenced by the student's overall load of activities and community involvement.

Should students wish to take a class that hasn't been recommended for them, students can submit an appeal via email to the counseling office. For juniors, this appeal will be evaluated at the end of the 2nd trimester to factor in your 2nd trimester (Fall mid-term) grades. In the end, if a student requests a class against the advice of the school, the student and a parent/guardian must submit an appeal form and sign a [Course Recommendation Reconsideration Request](#).

Course Prerequisites

When a course has a required and or a recommended prerequisite, the required prerequisite must be

fulfilled prior to enrolling in the next course. The recommended prerequisite will help students determine their preparation level and likelihood for successful completion of the course listed. *Successful completion* means the student earned a C- or better in the course. All grades listed on prerequisites are meant to include the grade with either a + or a – also.

Add/Drop Policy

The add/drop window for all courses will be the third week of the semester. Please refer to the school calendar in the FACTS Family portal for specific dates. Students need to determine prior to that date whether they wish to continue in a course or change to another course. Students need to meet with the counselor to make that change in their schedule.

Fall Course Changes: Adding a Class

If a student wants to change their schedule, they must first email the school counselor. All course changes must be finalized by the end of the 4th week of school. Students will be expected to complete all missing major assignments as determined by the new course instructor who will collaborate with their previous instructor to determine a grade. We will do our best to accommodate requests, but all changes are contingent upon enrollment and scheduling factors.

Fall Course Changes: Dropping a Class

If students drop a course before the end of the first trimester, the class will not be recorded on their Official Transcript. Students who choose to drop a class after the end of the first trimester will have that class reflected on their Official Transcript as a Withdrawal/Fail marked “W/Fail”, and no credit will be earned. This means the student dropped the course prior to completing required coursework.

*Some exceptions are made to the add/drop policy, but these are rare and most often occur when a student is switching from an advanced to a less advanced class or life emergency.

COURSE OFFERINGS

ENGLISH

	FRESHMAN	SOPHMORE	JUNIOR	SENIOR
STANDARD	English I	English II	English III	British Literature-English IV

COLLEGE PREP				College Prep-English IV
HONORS				
ELECTIVES	Basic Language Arts/Reading Concepts	Language Arts/Reading Concepts for High School		

220 English I – Full Year or 2 Semesters*

(This course is also offered over two semesters for .50 credits per half semester)

Credits: 1.0

Category: High School, English/Language Arts

High School English I is targeted to building a foundation in the core areas of reading fluency/comprehension and effective oral and written communication. Specifically, the course aids students to achieve the following: Read increasingly complex texts, both fiction and non-fiction, with comprehension and fluency, demonstrating an understanding of different treatments of similar themes. conduct long and short-term research projects utilizing multiple types of resources, assessing their reliability and relevancy to the research topic; produce a variety of oral and written presentations based on analysis and comparison of texts, on research conducted, and on conclusions drawn through study and discussion; these include both formal as well as informal written and oral presentations; utilize multimedia components in written and oral presentations where these aid in making clear points; participate in meaningful group discussions, considering other’s points of view, and exchanging knowledge and ideas; adhere to the conventions of Standard English in writing and speaking; and gain an appreciation for and a greater understanding of great literature.

228 English II – Full Year or 2 Semesters * +

Credits: 1.0

Category: High School, English/Language Arts

(Prerequisite English I)

The English II course is designed to deepen students' understanding and appreciation of literature while developing their language and communication skills. Throughout the course, students will engage with a variety of texts, including novels, short stories, speeches, poetry, and informational texts. They will explore key literary elements and techniques, such as theme, characterization, figurative language, and the author's purpose, and learn how these elements contribute to the overall meaning and impact of the texts. The course also emphasizes the development of critical reading and writing skills, including active reading strategies, vocabulary analysis, grammar proficiency, essay writing, and research skills. By the end of the course, students will have honed their analytical and expressive abilities, enabling them to effectively engage with and interpret a wide range of literary and informational texts.

This course begins by introducing students to the elements of literature through an exploration of F. Scott Fitzgerald's novel, *The Great Gatsby*. They will learn active reading strategies specific to this text and develop their vocabulary analysis skills. Students will delve into the theme study with Nathaniel Hawthorne's short story, "The Golden Touch," and also strengthen their grammar proficiency. This course also focuses on sentence structure and characterization through analysis of O. Henry's "The Last Leaf" and Katherine Mansfield's "The Fly". An emphasis is placed on the writing process and vocabulary expansion, as well as the analysis of author's technique and literary devices. Students will also engage with seminal documents to analyze the author's purpose and persuasive techniques and rhetoric, drawing from Martin Luther King Jr.'s "I Have a Dream" speech. Writing skills, such as editing and proofreading, developing informative essays, crafting argumentative essays, and conducting research are also covered. Lastly, this course will focus on analyzing poetry and studying Shakespearean drama with a focus on Julius Caesar.

Through the comprehensive and diverse range of texts and activities in this course, students will not only enhance their reading, writing, and critical thinking abilities but also develop a deeper understanding of

the power of language and its role in literature and persuasive communication.

230 American Literature: English III – Full Year or 2 Semesters **+

This course is also offered over two semesters for .50 credits per half semester

(Prerequisite English II)

Credits: 1.0

Category: High School, English/Language Arts

American Literature: English III uses the works of the master’s to give the student a well-rounded look at American Literature, beginning with Native American lore and continuing through the Modernist Movement. Sprinkled with strategically placed morsels of grammar and style, this course enhances the student's ability to enjoy and produce literature. Course topics include Early America, Genres of Writing, American Romanticism (The Transcendentalists), American Romanticism (Gothic Literature), Regionalism and Realism, The Modernist Movement, Annotated Bibliography.

265 British Literature: English IV – Full Year or 2 Semesters **+

This course is also offered over two semesters for .50 credits per half semester

(Prerequisite English III)

Credits: 1.0

Category: High School, English/Language Arts

British Literature is a robust high school English IV course for 11th and 12th-grade students that examines British Literature as it has developed through the ages against a historical backdrop. It exposes students to classic works of fiction and nonfiction, including epics, legends, poetry, histories, novels, and drama from early Anglo-Saxon texts to post-modern pieces. In addition to the study of literature, the course includes four units focused on writing to give students practice in critical thinking which they translate into written analysis. A strong addition to the writing units is a detailed step-by-step guide through the process of writing a research report, reinforcing students’ preparation for their future in college and/or a career.

231 College Prep: English IV – Full Year or 2 Semesters **+

This course is also offered over two semesters for .50 credits per half semester

Prerequisite: English III)

Credits: 1.0

Category: High School, English/Language Arts

As students transition from High School to College or into the workforce, their ability to apply language arts skills in real-world scenarios becomes essential. In the College Prep-English IV course, students learn practical strategies for effective writing in college or on the job, including how to write scholarly essays, concise technical reports, compelling resumes, and professional business emails. Grammar, vocabulary, and spelling tips round out the course to empower college/employment-bound students for success in their post-high school endeavors.

MATH

	Freshman	Sophomore	Junior	Senior
<i>Designed for students interested in non-STEM related majors or careers</i>	Algebra 1	Algebra 2	Geometry	Pre-Calculus
<i>Designed for students with an interest in STEM majors or careers</i>	Geometry	Algebra 2	Pre-Calculus or	Pre-Calculus

<i>Electives</i>	Pre-Algebra	Trigonometry	Trigonometry	Trigonometry Business Math
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233 Pre-Algebra – Full Year or 2 Semesters

This course is also offered over two semesters for .50 credits per half semester

Credit: 1.0

Category: Middle School, High School, Mathematics, Elective

The Pre-Algebra course was developed to ensure that students have a strong foundation in basic mathematical concepts prior to introducing them to more advanced topics. This course helps students having difficulty in Algebra who have a weak foundation in mathematics. This course helps to fill in the holes in student understanding, providing them with a strong foundation of basic mathematical concepts upon which they can build. Course topics include: Whole Number Operations, Order of Operations, Fractions/Decimals/Percentages, Probabilities (including permutations and combinations), Statistics (mean, median, mode, range, and graphs), Planes, Points, Lines, and Angles, Polygons (types of polygons and several properties), Perimeter, Area, and Volume, Square Roots, Pythagorean Theorem, Absolute Value, Integer Operations, Basic Graphing, Operations using Rational Numbers, One- and Two-Step Equations, Basic Inequalities.

232 Algebra I - Full Year *+

Credit: 1.0

Category: High School Mathematics

In Algebra I Students learn about algebraic expressions and equations. They are introduced to various functions, including linear, exponential, quadratic, inverse, and square root functions. This course is recommended for high school and gifted middle school students who have completed a Pre-Algebra course. Course topics include Algebraic Expressions and Equations, Proportions, Inequalities, and Absolute Value, Introduction to Functions, Linear Functions and Systems, Exponential Properties and Functions, Factoring, Quadratic, Inverse, and Square Root Functions, and Statistical Analysis.

289 Algebra 1A First Half Semester – Semester Course *+

Credit: .50

Category: High School Mathematics

This course is the first half of the full-year Algebra 1 course and allows students to take by the semester rather than the full year to facilitate transfer students.

291 Algebra 1B Second Half Semester – Semester Course *+

Credit: .50

Category: High School Mathematics

This course is the second half of the full-year Algebra 1 course and allows students to take by the semester rather than the full year to facilitate transfer students.

234 Algebra II – Full Year *+

Credit: 1.0

Prerequisite: Algebra 1

Category: High School Mathematic, Elective

In Algebra II, basic skills learned in Algebra I are reinforced and built upon. With the successful completion of this course, students will have the solid foundation in Algebra needed for continued success in more advanced math courses. Students will have reviewed expressions, equations, inequalities, and systems and extended their understanding of functions, equations, and graphs. They have attained a deeper understanding of linear, quadratic, exponential, and rational functions and how to transform them and use them to model situations. They also have a basic understanding of polynomial, radical, and logarithmic functions. Students have attained an understanding of complex numbers and know how to graph them and perform various mathematical operations with them. Students are experienced working with sequences and series. They are familiar with various conic sections, their graphs, and equations. Students know how to perform operations on matrices and use them to solve systems of equations and to perform geometric transformations. Students are more confident with calculations involving permutations and combinations. They know how to calculate the probability associated with multiple events and also conditional probability and are familiar with probability models. They also have worked with binomial, normal, and probability distribution functions. Students are familiar with the unit circle and graphs of the sine, cosine, and tangent functions and how to translate them. They also know basic trig identities and how to use them to solve problems.

290 Algebra II A First Half Semester – Semester Course **

Credit: .50

Prerequisite: Algebra 1

Category: High School Mathematics

This course is the first half of the full-year Algebra II course and allows students to take by the semester rather than the full year to facilitate transfer students.

274 Algebra II B Second Half Semester – Semester Course **

Credit: .50

Prerequisite: Algebra 1

Category: High School Mathematics

This course is the second half of the full-year Algebra II course and allows students to take by the semester rather than the full year to facilitate transfer students.

235 Geometry – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Credit: 1.0

Prerequisite: Algebra 1

Category: High School Mathematics

Geometry provides students with a knowledge of geometric concepts and guides them through the process of developing important mathematical reasoning and proof skills. Students also gain a perspective of how geometry is an integral part of everyday life. Upon completion of this course, students will have demonstrated a mastery of geometric concepts and have developed important mathematical reasoning and proof skills. They will also be more aware of how geometry is an integral part of everyday life. Students will be familiar with parallel and perpendicular lines and how to use them to determine angle measures and congruency. Students will learn various theorems and postulates that prove triangle congruency and similarity, including SSS, SAS, ASA, and SAA Congruency Postulates and the SSS Similarity Theorem.

Students know how to calculate the sum of the angles in a polygon. They also are familiar with properties of parallelograms and how to transform various geometric figures. Students understand basic relationships within triangles and have been introduced to right triangles and the basic trig functions – sine, cosine, and tangent – and have experience using them to solve problems. Students know how to calculate the area of a variety of polygons. They know how to calculate the perimeter, area, and volume of similar figures. They are experienced in calculating the surface area and volume for prisms, cylinders, pyramids, cones, and spheres. Students also learn about circles. They learn how to calculate the circumference and area of circles and sectors. They are familiar with chords, arcs, and inscribed angles. Students are familiar with probability distributions and have a deeper understanding of permutations and combinations. They also know how to solve compound and conditional probability problems and have experience with probability models.

313 Integrated Mathematics I Full Year *

(This course is also offered over two semesters for .50 credits per half semester)

Prerequisite: None

Credit: 1.0

Category: High School Mathematics

Integrated Mathematics I, taught by Patrick Mara, is the first course of a three-part series that includes algebra, geometry, probability, and statistics. This high school math pathway is patterned after an approach typically seen internationally. Acellus Integrated Mathematics I is A-G Approved through the University of California.

314 Integrated Mathematics II Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Prerequisite: Integrated Math I

Credit: 1.0

Category: High School Mathematics

Integrated Mathematics II, taught by Patrick Mara, is the second course of a three-part series that includes algebra, geometry, probability, and statistics. This high school math pathway is patterned after an approach typically seen internationally. Acellus Integrated Mathematics II is A-G Approved through the University of California.

315 Integrated Mathematics III Full Year *

(This course is also offered over two semesters for .50 credits per half semester)

Prerequisite: Integrated Math II

Credit: 1.0

Category: High School Mathematics

Integrated Mathematics III, taught by Patrick Mara, is the last course of a three-part series that includes algebra, geometry, probability, and statistics. This high school math pathway is patterned after an approach typically seen internationally. Acellus Integrated Mathematics III is A-G Approved through the University of California.

268 Trigonometry – 1 Semester **

Prerequisite: Geometry, Algebra II

Credit: 0.50

Category: Electives, High School, Mathematics

In trigonometry, students learn about the relationships between the sides and the angles of triangles and how to make calculations based on them using trigonometric functions. Upon successful completion of Acellus Trigonometry, students will have attained a mastery of the trig foundational skills necessary for success in higher mathematics. Students will have mastered the unit circle, memorizing the coordinates of various key angles to quickly determine the lengths of the sides of common right triangles. Students will know how to use the sine, cosine, tangent and their reciprocal and inverse functions to determine unknown sides and angles of right triangles. They know what the graphs of these functions look like and how to translate them. They will know how to calculate arc length and sector area. Students will be

confident using various trig formulas, such as the Law of Sines and the Law of Cosines, as well as the

area formula for triangles. They also are familiar with and know how to use the trig identities. Students are familiar working with vectors and know how to calculate magnitude and direction from horizontal and vertical components and vice versa. They also know how to add vectors both geometrically and algebraically. Students know how to solve trig equations. Throughout this course, students gain experience using trigonometry to solve problems based on real-world situations.

236 Pre-Calculus- Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Prerequisite: Trigonometry

Credit 1.0

Category: Electives, High School, Mathematics

Pre-Calculus is recommended for high school students seeking a high school diploma having a strong aptitude for math. It covers the foundational skills needed for success in Calculus. Recommended for students planning to pursue a college career path, especially for those planning a career in STEM fields of study. Students should successfully complete Algebra II and Trigonometry before taking this course. Students will review various functions – equations and graphs – and transformations thereof. They know that functions can be used to model real-world situations. They will be familiar with linear, quadratic, power, polynomial, rational, exponential, logistic, and logarithmic functions. Students attain a deeper understanding of complex numbers and what they mean. Trig skills have been reinforced as students use the trig functions to find unknown sides and angles of right triangles. Students have gained confidence working with graphs of trig functions and translating them. They are familiar with harmonic motion and know how to use it to solve real-world problems. Their proficiency using the basic trig identities is improved as they continue to solve problems using them. Students learn about vectors and dot products. They learn about polar coordinates and how to express complex numbers in this form. Students are familiar with several uses of matrices in solving real-world problems. Student skills using conic sections are reinforced. Students also have a basic fundamental understanding of the concept of the limit, tangent lines, and finding the area underneath a curve – all in preparation for continued studies in Calculus. Acellus Pre-Calculus is A-G Approved through the University of California.

SCIENCE

Path	Freshman	Sophomore	Junior	Senior
Designed for students interested in engineering or Computer Science	Biology Physical Science Environmental Science	Chemistry	Physics Honors Physics Physics	Physics Environmental Science
Elective	Robotics Dance Programming	Robotics Dance Programming	Honors Physics Robotics Dance Programming	Robotics Dance Programming
Designed for students with an interest in the medical field	Biology	Chemistry	Honors Physics	

252 Biology – Full Year *

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School, Science **Credit:** 1.0

Biology, a full-year high school-level course, provides students with an introduction to the study of life. Students explore DNA, cells, organisms, and ecosystems. This course covers the requirements for life all over the globe and the interactions between living and non-living matter. Students will learn about the evolution of organisms and how genes are passed on through generations. Acellus Biology is A-G Approved through the University of California.

241 Environmental Science – Full Year +

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School Science

Credit 1.0

Environmental Science provides high school students an introduction to the study of the natural world and how it is influenced by human activity. Students will explore the patterns and processes of Earth and how these are affected by natural and human impacts. They will study environmental problems that our planet is facing today and various efforts to solve these problems, ultimately understanding the need for a sustainable future. Environmental Science is A-G Approved through the University of California.

250 General Chemistry - Full Year **+

Category: High School, Science

Credit: 1.0

Prerequisite: Algebra I, Geometry

General Chemistry provides students with an introduction to the fundamentals of chemistry. Students build data analysis, critical thinking, and science communication skills while exploring various forms of matter, the composition of the atom, and organization of the periodic table. They will learn about properties of matter and use patterns to predict the behavior of atoms undergoing chemical reactions. They will understand chemical bonding and other interactions between atoms and molecules. They will explore the laws of conservation of mass and energy through calculations, including stoichiometry and calorimetry.

292 General Chemistry A– First Half Semester- Semester Course+**

Category: High School, Science

Credit: .50

Prerequisite: Algebra I, Geometry

This is the first half semester of the full-year General Chemistry course.

277 General Chemistry B– Second Half Semester- Semester Course+**

Category: High School, Science

Credit: .50

Prerequisite: Algebra I, Geometry

This is the first second-half semester of the full-year General Chemistry course.

240 General Physics – Full Year **+

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School, Science

Credit: 1.0

Prerequisite: Chemistry, Algebra 1

General Physics explores the nature of our physical environment and explains how natural phenomena occur in terms of mathematics. Upon completion of Acellus General Physics, students will be able to: solve problems using measured numbers, using significant digits, scientific notation, the metric system, math with units, and conversions; apply the concepts of position and displacement, average velocity, position graphs, velocity graphs and acceleration, positive, minus, and zero acceleration, 1-D kinematic equations; solve motion equations, motion problems, and for a quadratic for time; and make connections between vectors and 2-D motion, graphical addition of vectors, vector components, vector magnitude and direction, analytical addition of vectors; and break down and solve 2-D motion and projectile motion problems.

Students will also be able to solve problems using Newton's second law (single force), Newton's first law (multiple forces, weight), Newton's third law (normal force, kinetic and static friction); solve 2-D force problems and examples of these problems; solve inclined plane and examples of inclined plane; explain and apply principles of uniform circular motion, centripetal force and acceleration, period, centripetal versus centrifugal force, and the force and acceleration of gravity, as well as gravity and orbits; connect work, including positive and negative work, work and energy, kinetic energy, gravitational potential energy, mechanical energy, energy problems with and without work, and power; discuss momentum, impulse, conservation of momentum, collisions, inelastic collisions, and recoil; and compare fluids, pressure, pressure and depth, buoyant force, and flow rate.

Students will be able to measure heat, temperature, thermal expansion, heat and temperature change, calorimetry, phase change, measuring gases, behavior of gases, and the first law of thermodynamics; convey interaction of oscillations, Hooke's Law, simple harmonic motion, period and frequency, oscillation of pendulums, waves, wave properties, interference, standing waves, and the standing wave equation; compare and contrast sound waves, sound properties, and the speed of sound, as well as string instruments, open pipes, and closed pipes; identify and connect light waves, color, the electromagnetic spectrum, reflection, index of refraction, refraction, and internal refraction; and investigate lenses and images, ray tracing, a convex lens with a real image, magnification, and a convex lens with a virtual image.

Finally, students will be able to measure electric charges, Coulomb's Law, force from multiple charges, electric field, electric potential energy, electric potential, and potential difference; calculate electric current and circuits, resistance and Ohm's Law, simple circuits, electric power, series and parallel, and series and parallel resistors; and integrate concepts involving magnetic forces, magnetic fields, magnetic field from a current and from current loops, and magnetic force on moving charges.

316 Physical Science – Full Year*

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School, Science

Credit: 1.0

Matter can be defined as anything that takes up space and has mass. Energy can be defined as the ability to cause change in matter. Physical Science is the study of matter and energy. Students in the Physical Science course study the basic components that matter is made of, as well as different forms of energy that make things move and change. Enlightening, on-screen demonstrations of the concepts being taught bring science to life and enhance student understanding. Course topics include Matter, Elements, Energy, Magnetism, Electricity, Circuits, and Resistance, Waves, Sound, Electromagnetic Energy, Light, Color, and Lenses, Force, Motion, Machines, Resources. Physical Science is A-G Approved through the University of California.

317 Honors Physics – Full Year**

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School, Science
Credit: 1.0
Prerequisite: Chemistry, Algebra 1

The Acellus Honors Physics course leads students through an investigation of matter and its motion through time and space, along with related concepts such as energy and force. Upon completion of this course students will have attained a fundamental understanding of physics, the study of matter and energy and how they interact in the real world. Students will know how to solve 1- and 2-D motion problems, including motion of falling objects as well as projectiles. They will be familiar working with vector quantities. They will understand Newton’s Laws of Motion and know how to use them. They will also know how to solve problems that involve circular motion and gravity, energy, momentum, and rotational motion. Students will have gained a basic understanding of fluid mechanics and thermodynamics. They will understand oscillations and waves – including sound and light waves – and know how to solve basic problems based upon these concepts. They will also be familiar with optics and learn how to solve problems pertaining to lenses. They will also have a basic understanding of electric force including DC electric circuits, as well as magnetic forces, induction, and atomic physics.

SOCIAL STUDIES

SOCIAL STUDIES	Freshman	Sophomore	Junior	Senior
<i>College Prep</i>	World Geography	World History	US History	US Government and Civics (1 semester) Economics (Full Year)
<i>Electives</i>	Epic Moments in World History	Epic Moments in World History	Personal Finance Psychology Epic Moments in World History	Personal Finance Psychology Epic Moments in World History

247 US History – Full Year *

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School, History/Social Studies
Credit: 1.0

In this United States History course, Students will explore significant events, social movements, and political developments that have shaped the nation's trajectory. The course begins by studying the end of the Western frontier, the Age of Enlightenment, and the creation of the Constitution. It then delves into the Industrial Revolution, immigration boom, Progressive Era, and America's imperialistic endeavors

during the Spanish-American War.

Continuing the journey through history, students will analyze the impact of World War I, the Roaring Twenties, and the Great Depression. They will explore the causes and consequences of these transformative periods, including the rise of industrial tycoons, the fight for civil rights, and the implementation of the New Deal policies. The course also covers World War II, the Cold War era, and the Civil Rights Movement, highlighting significant events, key figures, and societal changes that shaped these periods.

In the latter part of the course, students will study the Vietnam War, social changes of the 1970s, and the domestic policies of presidents from Carter to Clinton. The course also addresses the impact of drug abuse, the evolving dynamics of U.S.-Mexico relations, and the challenges of the post-9/11 War on Terror. By the end of the course, students will have a comprehensive understanding of the historical forces that have shaped the United States and its role in the modern world.

Throughout the course, students will develop critical thinking skills, engage with primary and secondary sources, and analyze complex historical phenomena. The course aims to foster a nuanced understanding of American history, enabling students to comprehend the nation's past, evaluate its present, and navigate its future.

239 World History – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School, History/Social Studies

Credit: 1.0

World History, a full year course, delves into the history of world civilizations. This course covers major events in history, from the dawn of civilization up through present-day. Students will study the geography and populations of different areas. Students will study the major events that have shaped society and discuss how different cultures and conflicts have affected the world as we know it today.

242 US Government & Civics – 1 Semester

Category: High School, History/Social Studies

Credits: 0.50

Prerequisite: US History I, US History II

US Government and Civics course introduces students to the fundamental principles the U.S. Constitution is based upon, and how our government is run today. Throughout this course, students will study the founding of our country, how and why the American Revolution began, and how the law of our land was formed. They will also learn about the rights and duties of American citizens.

258 Economics – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School, History/Social Studies

Credit: 1.0

Economics course provides students with an introduction to the foundational principles of the economics of the world. Instruction ranges from markets and demand, GDP, banking, policy, inflation, and unemployment, to trade, currency and competition.

239 World Geography- Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Category: High School, History/Social Studies

Credit: 1.0

The World Geography course investigates the earth in which we live, providing an in-depth look at the physical attributes of its lands and oceans, as well as the how its climate and geographical features have shaped the culture and economy of the people that live in specific regions. Students will explore how people deal with difficult environments and how they use their environment to their advantage. They will investigate geography-related challenges that lie ahead, as well as physical resource management. This course provides high school students with a strong foundation in world geography helping them to better understand the world around them.

249 Epic Moments in World History – Full-Year

Category: Electives, High School, History/Social Studies

Credit: 1.0

Epic Moments in World History is an elective History course that will take students through the beginnings of civilization, to the present day, looking into just how our global society has evolved into the world we now live in.

288 Personal Finance – 1 Semester *

Category: Electives, High School, History/Social Studies

Credit: 0.50

From Financial Responsibility to career and income planning to basic economics and entrepreneurship, Introduction to Personal Finance is designed to prepare students for a successful life by teaching mindfulness and responsibility with finances. Course topics include Personal Financial Responsibility, Economic Fundamentals, Income and Careers, Planning and Money Management, Credit and Debt, Risk Management, and Insurance, Saving and Investing, Entrepreneurship, and Governmental Economics. Personal Finance is A-G Approved through the University of California.

243 Psychology – Full Year *

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School, History/Social Studies

Credit: 1.0

Psychology introduces students to the science of psych. Students learn foundational knowledge regarding the scientific method, and human anatomy, and apply this to the study of memory, learning, stress, thought and personality, and states of consciousness. Students also analyze common psychological disorders career paths within Psychology.

WORLD LANGUAGE**253 Spanish I – Full Year ***

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School, Middle School

Credit: 1.0

Spanish 1 is a Novice Mid performance level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as leisure activities and hobbies, their classes and school life, their families, as well as parties they may plan for various holidays and important dates.

251 Spanish II – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Prerequisite: Spanish I

Credit: 1.0

Category: Electives, High School

Spanish II is a Novice Mid performance-level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish-speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as daily activities and routines, travel, their childhood, news and emergency situations, and fairy tales and legends.

269 Spanish III – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Prerequisite: Spanish II

Credit: 1.0

Category: Electives, High School

In Spanish III, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as past travels and vacations, an array of environmental topics, professions, parts of a city, and the importance of volunteerism and service-learning opportunities.

237 French I – Full Year *

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School

Credit: 1.0

Our French Course is for high school students taking their first course in this language with a goal of mastering French as a second language. Course topics includes Introduction to French, Greetings, Numbers, Vocabulary, Verbs and Verb Conjugations, Currency, Familiar Nouns, Basic Conversation, French Culture.

238 French II – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Prerequisite: French I

Credit: 1.0

Category: Electives, High School

This course is recommended for students having a basic understanding of the French language who want to further their understanding and develop fluency. Students extend their vocabulary and their understanding of subject-verb agreement. Students experience French used in conversations and learn how to construct basic phrases needed to effectively communicate in the language.

FINE ARTS

To ensure that all students develop an appreciation and understanding of the fine arts, one year (1 credit) of study in this department is required for graduation.

Music Appreciation – Full Year *

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School

Credit: 1.0

Music Appreciation course provides an overview of the development of western music from Pre-Renaissance to Modern times on the European continent and in America. The focus is on select composers and how they influenced musical styles – and on enjoying our rich heritage of music. Course topics include Renaissance Music, Baroque Music, Classical Music, Pre-Romantic Music, Early Romantic Music, Mid-Romantic Music, Late Romantic Music, Twentieth Century Music.

Film Content- One Semester

Category: Elective, High School

Credit: 0.50

The DNA Prep Academy high school film and content creation course is a once-a-week elective designed to provide students with comprehensive knowledge and practical skills in filmmaking and content creation. This course is specifically tailored to prepare students for the Making Movies That Matter Film Competition, where they will collaborate to produce a short film and submit it for evaluation.

Throughout the semester, students will engage in a variety of activities and assignments aimed at developing their creative storytelling abilities, technical proficiency in filming and editing, and understanding of the impact of visual media on society. The class will focus on exploring the art and craft of filmmaking, as well as the ethical and social responsibilities of content creators.

At the course's end, students will have produced a short film as a class, which will be submitted to the Making Movies That Matter Film Competition. By participating in this course, students will gain

valuable experience in filmmaking, content creation, and teamwork, while also contributing to meaningful and impactful storytelling within their community. The course was created to reflect the National Core Art Standards.

PHYSICAL EDUCATION

264 Advanced Team Sports – 2 Semesters

Grade Level: 9-12

A-G Designation: None

Credit: 1.0

Prerequisite: Approval of Head Coach

This course is for invited student-athletes in the respective sports program. Students participate in advanced levels of competition through demanding, regular, elite physical activity. This course involves an intense travel schedule.

266 Sports Performance I – 2 Semesters

Grade Level: 9-12

Prerequisite: Approval of Head Coach

The objective of Sports Performance I is to develop the skills of students looking further into sports-specific vigorous training and competition. Sports Performance I is designed to prepare students to compete at high levels through sports-specific strength and conditioning practices. Students will be involved in advanced weight-lifting exercises, speed training drills, competitive exercises, and cardiovascular endurance training. Course for invited student-athletes in the respective program.

229 P.E. Advance Baseball- 2 Semesters

Prerequisite: Approval of Head Coach

This course is designed for the student-athlete and provides an advanced strength and conditioning program specific to baseball with an emphasis on skills, fundamentals, injury prevention, and safety. The student also learns strategic play necessary for competition at advanced levels.

248 High School Health – Full Year

(This course is also offered over two semesters for .50 credits per half semester)

Graduation Requirement

Category: High School

Credit: 1.0

This course was developed in association with Children's Mercy Hospital and is aligned with the National Health Education Standards. Course topics include Physical Fitness, how your body works, Understanding Disease, Drugs and Medicines, Adolescence, First Aid, and Hygiene and Healthcare

PRACTICAL ARTS

Students will explore the uses of technology in work-related situations and learn specific skills that can be used to go to work after high school, enter a trade school, or a technical program at a

community college or university. One credit in this department is required for graduation.

278 Robotics Dance Programming- One Semester

Category: Electives, Science, Stem

Credit: 0.50

This course is designed to deliver the perfect initial exposure for any student interested in robotics and coding. Students are able to immediately program the Acellus Robot AC-D2 to dance using simple coding blocks. By combining key programming aspects with an engaging application, students are provided with an ideal environment to explore the world of coding.

246 College and Career Readiness – Full-Year

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School

Credit: 1.0

College and Career Readiness course provides students with basic knowledge and skills they need as they prepare for further training in a career or go on to college. Course topics include Preparing Your Path for Success, Discovering Career Choice Influences, Understanding Yourself, Looking into the Future, Planning Your Internal Career Design, Setting Goals, Understanding Finances, Going from Here to Your, Career, Applying and Interviewing for a Job.

294 Introduction to Java – Full-Year

(This course is also offered over two semesters for .50 credits per half semester)

Category: Career & Technical Education, Electives, High School

Credit: 1.0

In the Acellus Introduction to Java course, students are taught basic programming using the Java coding language. They use the jGrasp editor/compiler along with the Java JDK to design and code, and to learn about variables, operations, data types, input and output, libraries, selection statements, arrays, functions, and methods.

298 Fundamentals of Design – Full Year

(This course is also offered over two semesters for .50 credits per half semester)

Category: Career & Technical Education, Electives,

Credit: 1.0

Fundamentals of Design is a year-long course focused on introducing students to the technical art of 3D printing while growing the mind into the 3D design process, beginning with design ideas and developing them into reality. The 3D printing process is revolutionizing the way prints are converted seamlessly and accurately into functional objects. In this course, students will learn a vast scope of knowledge about 3D printing, starting with an inclusive overview regarding the innovative technology to the implementation of 3D processes used to create 3D models.

299 Principles of Business, Marketing, and Finance – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Category: CTE, Electives, High School

Credit: 1.0

This CTE Business course, taught by Mark Rogers, provides a basic business, marketing, and finance background for students looking for a business career or for students desiring further preparation before entering college in a business and finance-related major. Course topics include Economics, Management, Operations, Finances, Future Planning, Insurance, Accounting, Communication, Human Resources, Personal Growth, Taxes, and Illicit Activities. Acellus Principals of Business, Marketing, and Finance is A-G Approved through the University of California.

300 Business Management – Full Year **

(This course is also offered over two semesters for .50 credits per half semester)

Category: Career & Technical Education, Electives, High School

Credit: 1.0

Prerequisite: Pre-Algebra

Business Management is a course that is appropriate for both students on a business career path as well as students seeking to attend college in a business-related field. Course topics include Management and Leadership, Planning and Change, Economics and Ownership, Regulation and Communication, Business Metrics, Capitalization, The Product, Supply Chain Management, Human Resources, Managing the Manager. Business Management is A-G Approved through the University of California.

ADDITIONAL ELECTIVES

255 High School Social Skills Level 1 -Full Year

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School

Credit: 1.0

The School Social Development course is the first level in the high school pathway focused on social development and emotional well-being. This course helps students to explore their own potential and the choices that lie before them as they grow to adulthood. Students consider their own ability to choose the kind of person they want become and learn how to use skills like goal setting to become that person. Students explore personal aspects of their lives as well as relationships and the potential they have to impact others, as well as to gain inspiration and guidance from them. Students continue in Social and Emotional Learning (SEL) as they investigate ways to make their lives the best that they can be and preparing students to face the future with awareness and positivity.

256 High School Social Skills – Level 2 -Full Year

(This course is also offered over two semesters for .50 credits per half semester)

Category: Electives, High School

Credit: 1.0

The High School Social Skills course is the second level in the high school pathway focused on social development and emotional well-being. This course is designed to take students to the next level of dealing with both social and emotional challenges. This course presents students with real-life scenarios and allows them to determine how to make the choices needed in gaining positive outcomes. Students will learn about healthy lifestyles, positivity, and the impact that they can personally make on bettering their world.



DNA PREP ACADEMY

NEWSLETTER

DEVELOPING TODAY'S CHAMPIONS TO BE TOMORROW'S LEADERS



UPCOMING EVENTS:

- March 22, 2024: Bank of America returns to lead our Financial Literacy Class.
- April 13th: Chatsworth Blockfest
- April 17th-18th: 8th Grade WLTHE Words/ Ted Talks
- April 20th: Saturday Campus Tour/ Open House

REMINDERS:

- SPRING BREAK: March 29- April 5
- Midterms: Week of April 15th-19th
- Parent Conferences: Week of April 22nd-26th

IN RECENT NEWS...



Did you know we have a new Sports Medicine Class?

This is an opportunity for our scholars to learn more about the body and how it works.

Understanding that sports medicine and kinesiology is a big job industry we want to expose our students to various career options around the world of sports.

SHOUT OUT TO THESE TWO WONDERFUL LEADERS



These two young ladies (Saracen and Mikaela) are fierce on the soccer field and in the classroom.

Congrats!



5A3



SCAN HERE TO WATCH EPISODE 2 OF DNA'S NOBLE NEWS!

ACADEMICS

8TH GRADE



8th grade students finalizing their alien genetics projects.

Exploring Poetry: Imagery and Creative Expression

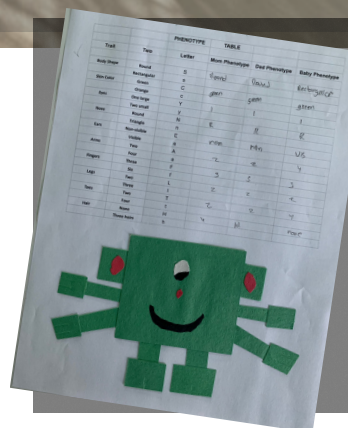
8th grade has embarked on their poetry unit. Beginning with a deep dive into poetry analysis, students are now immersing themselves in crafting their own verses. This week, our focus is on imagery, found poems, and blackout poetry.

Revvng Up for the Science Fair

Students are discussing and finalizing their Science Fair topics, gearing up for the event on May 24th. Cars are emerging as a popular theme. One student is exploring a solar-powered car, another is focusing on a battery-powered car, and yet another is experimenting with a rubber band-powered car.

Unveiling History: The Civil War, Slavery, and Reconstruction Legacy

Eighth-grade students will explore the enduring impact of the Civil War, slavery, and reconstruction through their News Report Project focusing on their legacies.



Navigating Slopes and Lines

We are currently learning about exponents, as well as exploring various types of angles and parallel lines.

7TH GRADE

Investigating the Congress of Vienna

Students will delve into the Congress of Vienna through a dynamic News Report Project. This event, from 1814 to 1815, transformed Europe post-Napoleonic Wars, reviving monarchies and redrawing borders. Students will act as journalists, exploring decisions, key figures, and long-term impacts. Through research, scriptwriting, and presentations, they'll grasp diplomacy, power dynamics, and national sovereignty.

Exploring Circumference and Area

We are currently focusing on the concepts of circumference and area in circles.



Exploring Earth's Resources: From Rocks to Minerals

In the 7th grade class, we concluded their study of the rock cycle in their science class with a mini field trip around campus, during which they analyzed various types of rocks. They have now transitioned to exploring natural resources, including nonrenewable energy sources and mineral deposits.



Exploring DNA's campus analyzing different rocks

Unveiling Themes in 'Tangerine'

In English, students are concluding their journey through the novel "Tangerine," where they will soon take on a comprehensive literature analysis. With a focus on the theme of brotherhood, students will delve deep into the intricate relationships portrayed within the story, exploring the bonds of family, friendship, and unity.

6TH GRADE



Students are growing bacteria in this science experiment.

Exploring Thermal Energy and Women in STEM

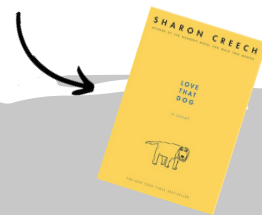
We're diving into the fascinating realm of thermal energy, exploring its principles and applications. Additionally, we're shining a spotlight on the invaluable contributions of women in STEM fields, celebrating their achievements and inspiring future generations of scientists, technologists, engineers, and mathematicians.

Ancient Civilizations

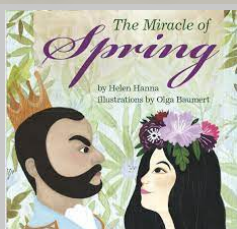
Sixth graders explored various cultures, including the Olmec and Mayan civilizations, through interactive games. The goal is to immerse them in Inca history and culture, encouraging exploration of daily life, architecture, achievements, and decline. This project enhances research, writing, and creativity while fostering respect for past civilizations and their influence on modern culture.

Poetry with 'Love That Dog'

Students kicked off their poetry unit, delving into the analysis of various poems and starting to read "Love That Dog" by Sharon Creech. This free verse piece takes the form of a diary written from the perspective of a young boy who initially resists poetry assignments from his teacher.



4TH & 5TH GRADE



"The Miracle of Spring"

Students engaged with the play "The Miracle of Spring," focusing on various aspects of grammar, including plural, irregular, and collective nouns, as well as singular and plural possessive nouns.

5th-grade students initiated research projects highlighting notable women in celebration of Women's History Month.



Weathering in Action

During this experiment, students discovered the process by which the Earth's surface undergoes weathering, breaking down over time. They observed how erosion transports these broken pieces to new locations, reshaping the landscape. Additionally, they learned about deposition, whereby water or wind carries and deposits these pieces of Earth to different areas, contributing to the formation of various landforms.



Students observing erosion transporting broken pieces to new locations.



New Member School Evaluation Form

School Name First Baptist Schools

Principal Carl Vallesteros Yrs. as Principal 7 CIF/Athletic Background? Y N (Played Volleyball in college)

Athletic Director Juan Hernandez Yrs. as A.D. 6 CIF/Athletic Background? Y N (played soccer, FB and BB)

Date of Contact

Notes

Visit/Phone 4/16/24 phone and email

Visit/Phone 4/24/24 visited school

Enrollment	Current	Next Year	Target 3 yrs	5 yrs
Grade 9	10	10	15	20
Grade 10	11	12	15	20
Grade 11	13	13	15	20
Grade 12	7	15	15	20

Sports Fielding: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track and Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

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

Current Athletic Competition: Girls and Boys Volleyball in the Christian League

Facilities: They have a gym for volleyball and basketball

Commitment to abide by:

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

Comments: The AD shared that they were previously on probation during the pandemic because they couldn't field all of the required sports. They believe they can field all of the above sports and are working with the city to secure the use of a nearby track, which they have previously used

Membership Recommendation: Full Membership Probationary Membership Do not Recommend Membership

Mary Jane Hibbard, OC Rep
Executive Committee Member - Area Representative (Please sign and print name)



CIF Southern Section Application for Membership 2024-25 School Year

ALL INFORMATION MUST BE TYPED

Name of School First Baptist Schools
 Street Address 1000 Pine Ave.
 City and Zip Code Long Beach, 90813
 School Telephone 562-432-8447 Athletic Telephone 562-519-4676 Fax _____
 School Website www.firstbaptistschools.org

Type of School (Check where applicable)

Grades 9-12	Grades 10-12	Public	Private	Coed	All Boys	All Girls
		10	11	13	7	
Number of Students per Grade (Current Year)		9 th _____	10 th _____	11 th _____	12 th _____	
Total Number of Current Year Students		41				
Anticipated Future Enrollment		3 Years Hence _____	5 Years Hence _____			
		60		70		
New Public High Schools under Construction – Planned Opening Date		N/A				
Charter Schools Only – Chartering District/Institution _____						

Athletic Program Goals and Objectives

Our desire for each student to obtain an exceptional academic education, our goal is that through the athletic program, athlete's character development, team work, and responsibility social interaction will be helped.

Athletic Administration

Name of Principal Carl Vallesteros Principal's email fbslongbeach@gmail.com
 Name of Athletic Director Juan Hernandez Athletic Director's email jandi0506@yahoo.com

Accreditation

Not accredited

Name and Address of Accrediting Organization _____

Facilities

Sport	Practice Facility	Game Site and Location
Boys Varsity Cross Country	FBS GYM	1000 Pine Ave. L.B. CA 90813
Girls JV and Varsity Volleyball	FBS GYM	1000 Pine Ave. L.B. CA 90813
Boys Varsity Basketball	FBS GYM	1000 Pine Ave. L.B. CA 90813
Boys JV Basketball	FBS GYM	1000 Pine Ave. L.B. CA 90813
Girls Varsity Basketball	FBS GYM	1000 Pine Ave. L.B. CA 90813
Boys Varsity Volleyball	FBS GYM	1000 Pine Ave. L.B. CA 90813
Girls Varsity Track/Field	FBS GYM	1000 Pine Ave. L.B. CA 90813

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

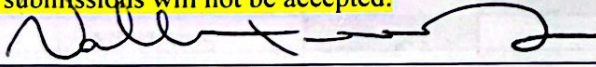
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, 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 April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

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



Signature of Administrator of School (Superintendent/Principal)

FIRST BAPTIST SCHOOLS

Name of School

03/13/24

Date

Signature of Officer (Board/Trustee Officer)

Golden State Association of Christian Schools

Name of District Board

03/13/24

Date

CIF Southern Section Executive Committee Review and Approval Status

_____ Date

Approved

Probationary

Full, Restricted

Full, Unrestricted

Denied

Area Placement

_____ Commissioner of Athletics

Private School Affidavit 2023–24

Completed Affidavit

Yes, the school is a full-time private school and meets the exemptions as set forth in EC Section 48222 .

School Information

School Name: First Baptist Church School

CDS Code: 19647257036833

County: Los Angeles

District: Long Beach Unified

Type of School: Coeducational

School Accommodations: Day Only

School Provides Special Education: No

Low Grade: Kindergarten

High Grade: Grade Twelve

High School Diploma Offered: Yes

Classification of School: Baptist

School Address

Physical Address: 1000 Pine Ave, Long Beach, CA 90813

Mailing Address: 1000 Pine Ave, Long Beach, CA 90813

School Contact Information

Phone: (562) 432-8447

Fax: (562) 499-6847

Primary Email: fbslongbeach@gmail.com

Website: www.firstbaptistschools.org

Prior Year

Changed School Name: No

Former School Name: No Data

Changed Districts: No

Former District: No Data

Statistical Information

Age of youngest student is: 4 years and 9 months

Age of oldest student is: 18 years

Number of Twelfth Grade Graduates for Previous School Year: 7

Full-time Teachers: 9

Part-time Teachers: 3

Administrators: 2

Other Staff: 2

Enrollment

Kindergarten: 13

First Grade: 7

Second Grade: 11

Third Grade: 7

Fourth Grade: 8

Fifth Grade: 9

Sixth Grade: 4

Seventh Grade: 7

Eighth Grade: 7

Ninth Grade: 5

Tenth Grade: 10

Eleventh Grade: 9

Twelfth Grade: 4

Total Enrollment Count: 101

Administrative Staff

Administrator

Title: Administrator

Name: Mr. Carl Vallesteros

Email: cvallesteros@gmail.com

Phone: (562) 432-8447

Address: 1000 Pine Ave., Long Beach, CA 90813

Director

Title: Administrator

Name: Mr. Carl Vallesteros

Email: cvallesteros@gmail.com

Phone: (562) 432-8447

Address: 1000 Pine Ave., Long Beach, CA 90813

School Records

Per Education Code (EC) Section 33190 , private schools are required to maintain the following records, provide the location of these records, and name a custodian of records.

1. The records required per EC Section 48222 .
2. The courses of study offered by the institution.
3. The names and addresses, including city and street, of its faculty, together with a record of the educational qualifications of each.

Title: Other

Name: Mrs. Laura Armenta

Address: 1000 Pine Ave., Long Beach, CA 90813

Phone: (562) 432-8447 Ext. 217

Email: fbslongbeach@gmail.com

Records Location: 1000 Pine Ave., Long Beach, CA 90813

Tax Status

Tax-exempt, Nonprofit Status Under 501(c)(3) of the U.S. Internal Revenue Code: Yes

Tax-exempt, Nonprofit Status Under Section 23701d of the California Revenue and Taxation Code: No

Property Tax Exemption Under Section 214 of the California Revenue and Taxation Code: No

None of the Above: No

EDUCATION

Acknowledgment and Statutory Notices

Please read and acknowledge the following:

All Private School Affidavits are public documents viewable by the public.

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.

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.

The Affidavit is not a license or authorization to operate a private school.

The Private School Affidavit does not indicate approval, recognition, or endorsement by the state. Filing of this Affidavit shall not be interpreted to mean, and it shall be unlawful for any school to expressly or impliedly represent by any means whatsoever, that the State of California, the Superintendent of Public Instruction, the State Board of Education, the CDE, or any division or bureau of the Department, or any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or course unless this is an actual fact (see EC Section 33190).

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.

When a school ceases operation, every effort shall 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.

You shall retain a copy of this document for a period of three years.

A private school shall not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to EC Section 44237 . This school is in compliance with EC Section 44237 to the extent that it applies.

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.

Acknowledge: Yes

Signature

Title: Administrator

Name: Carl Vallesteros

Email: cvallesteros@gmail.com

Confirmation

Date & Time Filed: 03/18/2024 03:47 PM

Confirmation Message Sent To: cvallesteros@gmail.com

Page Generated: 03/18/2024 03:48 PM



FIRST BAPTIST SCHOOLS

1000 Pine Avenue, Long Beach, CA 90813 | www.firstbaptistschools.org | 562.432.8447

Curriculum Vitae

Carl Vallesteros

First Baptist Schools
1000 Pine Avenue
Long Beach, CA 90806
fbslongbeach@gmail.com
(562) 432-8447

Mission

As the administrator of First Baptist Schools, my desire for each student is to obtain an exceptional academic education challenging the mind and heart of the student to prepare him or her for service in his or her community. Offering a wide variety of extracurricular programs will benefit the student along with his or her academics in character development, responsibility, social interaction, proper physical fitness, and maintaining a healthy spirit of competition.

Skill Highlights

Private School Management
Faculty Development and Leadership
Campus and Education Improvement Planning
Academic Leadership
Communications and Culture
Commercial Driver License
First Aid and CPR Certified

Education

Bachelors of Science
Pensacola Christian College, Pensacola, FL
Masters in Educational Leadership, in progress
Pensacola Christian College, Pensacola, FL

Over 30 years of quality, Christ-centered education.

Dave Delaney, Pastor

Carl Vallesteros, Administrator

5A4

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FIRST BAPTIST SCHOOLS

1000 Pine Avenue, Long Beach, CA 90813 | www.firstbaptistschools.org | 562.432.8447

Juan Hernandez

First Baptist Schools

1000 Pine Avenue

Long Beach, CA 90813

jandi0506@yahoo.com

(562) 432-8447

Education

West Coast Baptist College, 2001 - 2004

Fundamental Baptist College 2005 - 2006

Experience

2006-2024 Assistant Pastor
First Baptist Church of Long Beach

2018-2024 Athletic Director
First Baptist Schools

2018-2024 Assistant Coach
First Baptist Schools

Mission

As the athletic director of First Baptist Schools, my desire is to offer a wide variety of extracurricular programs will benefit the student along with his or her academics in character development, responsibility, social interaction, proper physical fitness, and maintaining a healthy spirit of competition.

Over 30 years of quality, Christ-centered education.

Dave Delaney, Pastor

Carl Vallesteros, Administrator

First Baptist Schools Coaching Staff

1. Derrick Wilkerson JV/V Boys Basketball Coach 6 Years Experience

Monaka Davidson V Girls Basketball Coach 8 Years Experience

Alondra Pozos Girls Volleyball Coach 5 Years Experience

Justin Reed Boys Volleyball Coach 7 Years Experience

* Coach Reed is Certified by Art of Coaching Volleyball

DEADLINE: 03/13/24

Application must have ALL required signatures and all materials listed above in order to be considered. All supporting materials and fee must all be received by April 1st to be considered for reappointment. There are no exceptions to this deadline.

Signature of School Representative/Principal
FIRST BAPTIST SCHOOLS
Date: 03/13/24

Signature of Coach (Coach Name/Office)
Golden State Association of Christian Schools
Date of Meeting Board
03/13/24
Date

CIF Southern Section Executive Committee Review and Approval Status

Approved	Probationary	Full, Non-Resident	Full, Resident



CIF Southern Section Application for Membership 2024-25 School Year

ALL INFORMATION MUST BE TYPED

Name of School La Reina Academy
Street Address 14100 Peach Hill Road
City and Zip Code Moorpark 92021
School Telephone 805-208-8026 Athletic Telephone 818-312-2083 Fax _____
School Website lareinaacademy.org

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls

Number of Students per Grade (Current Year) 9th 46 10th 34 11th 43 12th 28

Total Number of Current Year Students 302

Anticipated Future Enrollment 3 Years Hence 175 5 Years Hence 200

New Public High Schools under Construction – Planned Opening Date NA

Charter Schools Only – Chartering District/Institution NA

Athletic Program Goals and Objectives

La Reina Academy strives to foster the spiritual, moral, intellectual, emotional, and physical growth of our student-athletes in all that we do.

To provide student-athletes the opportunity to participate in athletic programs that contributes to and reinforces the educational and spiritual goals of La Reina.

Athletic Administration

Name of Principal Rebecca Adams Principal's email Principal@lareinaacademcy.org

Name of Athletic Director Adee Donaldson Athletic Director's email adeedonaldson@gmail.com

Accreditation

WASC-533 Airport Blvd., Burlingame, CA 94010

Name and Address of Accrediting Organization

Facilities

Sport

Cross Country

Tennis

Golf

Volleyball

Basketball

Soccer

Swim

Practice Facility

On site - La Reina Academy

Rancho Simi Rec and Park District

Sunset Hills Country Club

Moorpark Parks and Rec

Moorpark Parks and Rec

On Site - La Reina Academy

Cal Lutheran, Sunset Hills

Game Site and Location

No host events

Rancho Simi 4201 GUARDIAN ST. 93063

Sunset Hills 4155 Erbes Rd 91360

Parks and Rec 4500 Tierra Rejada Rd 93021

Parks and Rec 4500 Tierra Rejada Rd 93021

CLU 60 W Olsen Rd 91360

CLU 60 W Olsen Rd 91360

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		x	Winter	Basketball		x
	Field Hockey				Soccer		x
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf		x		Wrestling		
	Tennis		x				
	Traditional Competitive Cheer						
	Volleyball		x				
	Water Polo						
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving		x				
	Tennis						
	Track/Field		x				
	Traditional Competitive Cheer						
	Beach Volleyball						
	Volleyball						

Coaching Personnel

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

Conditions of Membership

1. School understands that full knowledge and implementation of Blue Book rules is the school's responsibility and that violation of rules may result in a team and/or school's disqualification from competition and/or loss of membership.
2. It is to be understood that schools with limited enrollments and programs will be integrated into existing league structure only as programs, compatibility and geography permit.
3. Able to meet the requirement of fielding at least one sport per season (Fall, Winter, Spring) and there must be provisions for equal participation by males and females, if a coed school.
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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 April 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.

Rebecca Adams
Signature of Administrator of School (Superintendent/Principal)

La Reina Academy
Name of School

4/29/24
Date

Sharon Hodge
Signature of Officer (Board/Trustee Officer)

CHAIRMAN, LA REINA ACADEMY BOARD
Name of District Board









04.29.24
Date

CIF Southern Section Executive Committee Review and Approval Status

_____	Approved	Probationary	Full, Restricted	Full, Unrestricted
Date	Denied		Area Placement	_____










Commissioner of Athletics				

CBEDS Form

Year	Total Grade 9 Students	Total Grade 10 Students	Total Grade 11 Students	Total Grade 12 Students	Total Ungraded Students	Multi School Agreement	School Type	Edit/View
2023-24	46	34	43	28	0	No	All Girls School	
2022-23	31	53	27	26	0	No	All Girls School	
2021-22	55	28	20	46	0	No	All Girls School	
2020-21	34	31	52	53	0	No	All Girls School	
2019-20	37	59	56	45	0	No	All Girls School	
2018-19	65	65	49	62	0	No	All Girls School	
2017-18	65	55	65	89	0	No	All Girls School	
2016-17	62	70	92	100	0	No	All Girls School	



CBEDS Form

Year	Total Grade 9 Students	Total Grade	Total	Total Grade	Total	Multi	School Type	Edit/View
2023-24	46	Total Students in Grade 9* 46					All Girls School	
2022-23	31	Total Students in Grade 10* 34					All Girls School	
2021-22	55	Total Students in Grade 11* 43 Total Students in Grade 12*					All Girls School	
2020-21	34	28 Total Ungraded Students * 					All Girls School	
2019-20	37	0 Total Students 302					All Girls School	
2018-19	65	School Type * <input type="radio"/> Co-Ed School <input type="radio"/> All Boys School <input type="radio"/> All Girls School					All Girls School	
2017-18	65	Does your school multi-school with another school? If so, please provide the number of students requested below as of October 1st for that school as well. If you multi-school with more than one school, please provide a form for every school you multi-school with: *					All Girls School	
2016-17	62	<input type="radio"/> Yes <input type="radio"/> No					All Girls School	

Close



La Reina Academy Mission

La Reina Academy is a Catholic college preparatory school for young women.

La Reina Academy is committed to providing a nurturing, Catholic environment of educational excellence. Our focus is on helping young women develop into moral and self-confident leaders who work for the transformation of individuals and society.

Students are given opportunities to foster their relationship with God, grow intellectually, develop their individual gifts, and be catalysts for the promotion of justice locally, nationally, and globally.

High School Graduation Requirements

- **English - 8 semesters**
- **Math - 6 semesters**
- **Religious Studies - 8 semesters**
- **Science - 6 semesters**
- **Social Science - 6 semesters**
- **Visual and Performing Arts - 2 semesters**
- **World Languages - 4 semesters**
- **Physical Education - 2 semesters**
- **Electives - 2 semesters**
- **Speech - 1 semester**
- **Technology - 1 semester**

*****HONORS DIPLOMA: Students take an additional four honors/AP courses above the graduation requirements to earn this honor.**

Dear Members of the Dye Family,

For decades, outstanding young women from Pinecrest schools arrived at La Reina well prepared to succeed. These students were shining examples of your commitment to excellent education and the “Pinecrest Ideal: the intellectual, moral and physical development of each student.”

Like Pinecrest, La Reina has stood as a premier educational institution in Ventura County, focused on the faith and educational formation of young women. Through God’s grace, La Reina has graduated nearly 4,000 young women who are able to draw on the strong faith formation and critical thinking skills found at La Reina to become leaders in their families, communities, churches, and chosen professions.

What informs our work at La Reina is our belief that every student possesses the potential to positively impact the world. Because of this belief, we teach our students how to recognize their innate, God-given gifts and then leverage them in the classroom. Providing this incredible learning environment-that sees each student as an individual in possession of unique gifts-is something we remain committed to providing.

The La Reina “secret sauce”, as tradition has named it, is a classroom pedagogy that does not come from a deficit mindset but the belief that learner variability is an asset. By taking this developmentally appropriate approach in the classroom, and acknowledging the great variety of learners in Generation Z, La Reina serves a diverse student population of girls.

Throughout the COVID-19 disruptions and continuing challenging times confounded by the influx of technology and social media, La Reina has maintained academic rigor and student achievement data while providing a safe, educational home.

Our faith tells us that the education of our children is a sacred calling and a response to give of ourselves in love to others. La Reina’s hoped-for transition to your beautiful Moorpark campus would ensure that both the remarkable legacy of your family and La Reina’s commitment to serving the educational needs of children in our community can continue.

My La Reina education built my confidence and made me an independent woman with broad interests, versatile skills, and endless possibilities. By experiencing incredible team spirit through the many La Reina traditions, I felt connected to my classmates. I would never want to change my high school experience because I was surrounded by love, support, warmth, and understanding.

Brianna, 2023, Salutatorian and Evening of Excellence award winner

La Reina stands ready to carry this torch forward on the picturesque Pinecrest campus in Moorpark – educating the whole girl –mind, body and spirit, in partnership with her parents. We will ensure that our students are exposed to a perspective that upholds the acceptance and respect for every human being, recognizing their inherent value and rightful place in society.

Thank you for your prayerful consideration of our community's letter of interest. Our current students and those who dream of becoming La Reina girls are relying on our community to sustain their school for them and for future generations of deserving young women.

Please know that to commemorate your family's rich educational heritage it would be our privilege to create the Dye Family Pinecrest Garden on La Reina's new campus.

Blessings,

The La Reina Family

Education

- **Universal Design for Learning**, Conejo Valley School District, August 2019
- **Curriculum Mapping Institute**, University of Buffalo, June 2010
- **California Lutheran College**, BA, Bachelors in Liberal Studies, English major, May 1985

Licensure

California Clear Credential, Multiple Subject, 1986
California Clear Credential, Single Subject- English, 1986

Experience

- La Reina Middle & High School, Thousand Oaks, CA
 - 2024- Interim Principal
 - 2023-Present: Director of Academics, AP English Language Arts, AP Literature, Journalism
 - 2008-2014: Assistant Principal of Academics
 - 1995-2007: Academic Counseling & Scheduling
 - 1986-Present: English Language Arts & Journalism Teacher
 - 1985-1993: Coaching: Volleyball-JV and Varsity levels

La Reina Successes - 2023-2024

2023 AP School Honor Roll, Platinum

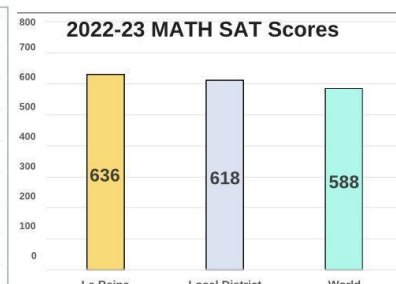
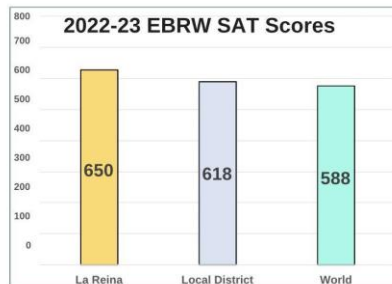
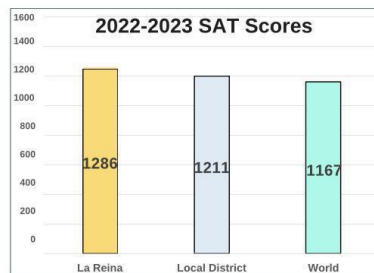
2023 AP Access Award, Platinum

2023 VC Star's Reader's Choice Best Private School in Ventura County for the third consecutive year

#35 Best Catholic High School in America, #9 Best All-Girls High School in CA, & #12 Best Catholic High School in CA (Niche.com)

Across tenure: About 40% of La Reina graduates enter college with a major in STEM, significantly higher than the 27% of girls from coed environments

- In 2023, La Reina had 29 AP Scholar distinctions: 9 AP Scholars, 9 AP Scholars with Honor, 11 AP Scholars with Distinction
- Of the 77 AP students, 89% scored a 3 or above on at least one exam.
- SAT 2022-23



- National African American Recognition Award (NAARA)
- National Hispanic Recognition Award (NHRA)
- Semifinalist in the 2024 National Merit Scholarship program
- Commended Student in the 2024 National Merit Scholarship program
- 65% of student athletes' GPA were 4.0 or higher at the end of the first semester.

- The average GPA for a La Reina student athlete is a 4.0.
- Taught AP English Literature
- Taught AP Language/Arts
- Taught Journalism

Assistant Principal

- Provided oversight and leadership for the curriculum committee, ensuring alignment with state standards and district goals.
- Conducted learning walks to observe teaching practices, provide feedback, and identify areas for professional development.
- Coordinated Professional Learning Communities (PLCs), facilitating collaboration among teachers to improve instruction and student achievement.
- Mentored new and experienced teachers, offering support, guidance, and resources for professional growth.
- Led the development of the master schedule, optimizing resource allocation and meeting the needs of students and staff.
- Collaborated with administration to develop and implement school-wide initiatives to improve student learning and school climate.

1986-Present

AP English Language Arts and AP English Literature Teacher

- Developed and implemented curriculum for AP English Language Arts and AP English Literature courses, ensuring alignment with College Board standards.
- Utilized a variety of teaching methods, including Socratic seminars, group discussions, and project-based learning, to engage students and promote critical thinking.
- Prepared students for the AP exams, focusing on essay writing, critical analysis, and rhetorical strategies.
- Collaborated with other English teachers to develop cross-curricular projects and activities.
- Implemented technology-driven learning tools to enhance classroom instruction and student engagement.

Journalism Teacher and Newspaper Adviser

- Established and advised LRHS newspaper, overseeing student reporters, editors, and layout designers.
- Developed curriculum for journalism courses, covering reporting, interviewing techniques, news writing, and newspaper layout design.
- Organized journalism workshops and field trips to enhance students' understanding of media and journalism ethics.
- Mentored and coached students participating in journalism, guiding them in article writing, interviewing techniques, and multimedia storytelling.
- Supervised the production of the school newspaper, including editing articles, designing layouts, and overseeing publication.
- Collaborated with other teachers to integrate journalism into the curriculum and promote media literacy across subjects.

References

Mrs. Maggie Marschner, M.E.d.

Principal

La Reina Middle & High School

702-577-8517

maggielouisem@gmail.com

Mrs. Betsy Potts

Retired English Department Chair & teacher, La Reina

La Reina Middle & High School

805-551-6470

b.potts1@yahoo.com

Mr. Tim Paulson

Finance Committee Member, La Reina

Emeritus Board of Directors Chair, La Reina

818-359-0040

paulson@comcast.net

Christine Yangson

(818) 823-0734 • christine.yangson1205@gmail.com • Westlake Village, CA 91362

Dynamic educator and coach with a track record of fostering student engagement and athletic excellence at La Reina High School and Sports Academy. Specializes in curriculum implementation and group instruction, adept at serving diverse communities. Proven success in enhancing student and athlete performance through innovative instructional strategies.

Experience

JUL '23 - PRESENT

High School Anatomy and Physiology Teacher | La Reina High School, Thousand Oaks, CA

- Managed student behavioral issues to optimize classroom learning environment.
- Motivated and engaged students, developing skills and knowledge for academic foundation.
- Provided feedback to parents regarding student's academic growth and behavioral development.
- Differentiated instruction using hands-on, active learning techniques aligned with NGSS
- Created assessment tools including rubrics, tests, quizzes and projects to measure student progress.
- Assessed student learning styles in order to differentiate instruction and meet the needs of diverse learners.
- Planned lessons with logically sequenced objectives, based on curriculum.

AUG '23 - PRESENT

Middle School Physical Education Teacher | La Reina High School, Thousand Oaks, CA

- Conducted assessments of student's fitness levels at the beginning and end of each semester.
- Utilized technology such as iPads to create interactive lessons and track student progress.
- Enforced disciplinary actions when necessary while maintaining a positive learning environment.
- Assisted in developing a safe environment by creating rules and regulations for physical activities.
- Demonstrated proper technique for various exercises, including mobility, weightlifting, jumping/landing, throwing.
- Developed and implemented engaging physical education activities for middle school students.
- Integrated health topics into physical education classes such as nutrition, hydration, stress management.
- Adapted instruction methods based on individual needs of students with special requirements.

AUG '18 - PRESENT

Sports Performance Coach | Sports Academy, Thousand Oaks, CA

- Conducted assessments of athlete's physical abilities to identify strengths and weaknesses.
- Analyzed biomechanical movement patterns using qualitative observation techniques.
- Designed drills for team practice sessions focusing on improving speed, agility, balance, coordination, power development, technique refinement, muscular strength and endurance development.
- Implemented corrective exercises designed to reduce the risk of injury during sport activities.

- Communicated effectively with players regarding expectations and responsibilities related to their participation in the program.
- Mentored young athletes by providing advice on how to develop both physically and mentally as an athlete.
- Assisted working with NFL, NFL Combine, WNBA, and International Volleyball

MAY '23 - PRESENT

Head Varsity Volleyball Coach | La Reina High School, Thousand Oaks, CA

- Analyzed game film to identify areas of improvement for individual players as well as the team.
- Evaluated team performance and provided feedback on individual player performances.
- Implemented strength training exercises to improve physical conditioning of players.
- Collaborated with other coaches to coordinate training programs for the entire program.
- Created a positive learning environment that fostered teamwork, sportsmanship, commitment and respect among players.
- Coordinated video review sessions with staff members to assess opponents' strengths and weaknesses.
- Provided guidance counseling services when needed for student-athletes facing personal issues or challenges.
- Facilitated post season awards banquet honoring senior players achievements throughout their career.
- Planned, organized and led practice sessions to ensure maximum development of players' skills.
- Maintained open lines of communication with parents regarding their student-athletes' progress and playing time.
- Implemented preseason and postseason plans focused on enhancing skill development, conditioning and academic achievement.

AUG '17 - PRESENT

Club Volleyball Coach | Sports Academy, Thousand Oaks, CA

- Served as a mentor for players by providing guidance on physical health and nutrition habits as well as mental preparation for competition.
- Collaborated with parents, athletes, and other coaches to create a positive team atmosphere.
- Analyzed video footage of practices and games in order to provide constructive feedback and instruction.
- Created an organized practice environment that promoted team development and individual success.
- Implemented new drills and exercises designed to increase flexibility and strength for improved performance.
- Facilitated communication between players, parents, administrators, and referees regarding rules, regulations, policies.
- Provided feedback on technique and strategy in order to refine skill sets during practices and games.
- Utilized effective coaching techniques to motivate players to reach peak performance levels.

Education

DEC '11

Nursing

Kaplan University, San Diego, CA

Skills

Curriculum Implementation

Group Instruction

Student Engagement

Classroom Instruction

Serving Diverse Communities

Certifications

CPR

CES

PES

References

Dr. Beau Daniels

Sports Academy

Head Chiropractor For LA Rams Director Of Volleyball

(818) 442-1541

beau@sportsacademy.us

Maggie Marschner

La Reina

Principal Principal

mmarschner@lareina.com

Taylor Ramsey

Sports Academy

Director Of Education Manager

(805) 630-1105

taylorramseycscs@gmail.com

ADEE DONALDSON, M.S., A.T.C.

2465 Rutland Place • Thousand Oaks, CA 91362
818.312.2083 • adeedonaldson@gmail.com

EDUCATION

- California Baptist University** 07/12 – 05/14
Master of Science, Athletic Training
- *Athletic Training Student Organization Member*
- University of California Davis** 05/05 – 06/09
Bachelor of Science, Psychology
- Emphasis: Biology*
- NCAA Division I Women's Gymnastics Scholarship Athlete
 - Team Captain, 2008-2009
 - Mariah Walsh Team Academic Award, 2009
 - Mountain Pacific Sports Federation Champion, 2008
- University of San Diego** 02/16
Primary Career Technical Education Teaching Credential
- Authorized Subject: Health Science and Medical Technology
- Emergency Cardiac and Safety Institute CPR Certified Instructor**
- CPR and AED, First Aid, Babysitter Lessons and Safety Training 06/21

WORK EXPERIENCE

- La Reina High School and Middle School** 08/19 – Present
Head Athletic Trainer
- Work in conjunction with Athletic Director to prepare and manage athletic program for high school and middle school. Communicated with coaches, parents, and administrators regarding clearance and eligibility of student athletes. Worked with coaches to prevent injuries, develop strength training programs, and make return to play decisions. Covered athletic event and managed health care services.
 - Manage Athleticclearance.com and Blackbaud.com website clearance and eligibility rosters. Organized and advertised preparticipation physicals with EXER Urgent Care.
 - Work on site as the school's health care provider, helped with documentation of school physicals, incident reports, and concussion management.
- High School Teacher – AP Psychology, Sports Medicine, Advanced Sports Medicine Practicum*
- Teach Advanced Placement Psychology. Prepared students for Advanced Placement exam with variety of content such as case studies, creative writing, and real-world application projects
 - Developed curriculum for college preparatory level sports medicine course. Organized field trips to Crypto.com center and Mamba Sports Academy. Engaged students with clinical practice, guest speakers and hands on projects.
 - Prepared students for AACI Regional Sports Medicine Competition in 2023 and 2024. Created on site clinical experience for students and, provided opportunities to shadow as a student athletic trainer.
- Middle School Teacher – Babysitting and First Aid, Physical Education*
- Developed curriculum for Babysitting and First Aid course. Certified students in CPR, First Aid and Babysitting. Taught career development skills such as interviewing, resume writing, and professionalism.
 - Teach physical education to 6th grade. Worked on sport specific skills, strength and development, yoga, and dance. Introduced health and wellness instructional materials in the curriculum.
- Middle School Cross Country Coach 2020*
- Coached running techniques, distance and pace improvement, conditioning, and injury prevention. Supervision of athletes during race day events. Created a positive and nurturing team environment.
- Crespi Carmelite High School** 07/16 – 07/19
Head Athletic Trainer
- Worked with coaches, administrators, and athletes to prevent, assess, and treat injuries; responsible for covering athletic events and managing health care services.
 - Managed budget and athletic training facility; implemented and adjusted policies and procedures.
 - Served as a preceptor for California State University Northridge's Athletic Training Education Program;

- mentored and taught athletic training students required to complete clinical hours at an accredited site
- Sponsored Sports Medicine Club, a group aimed to help students explore opportunities in the field of sports medicine; provide opportunity to volunteer at athletic events; organized field trip to annual High School Sports Medicine Seminar
- Worked with Louisville High School to provide athletic training services and event coverage

Anatomy and Physiology Teacher

- Developed and presented curriculum and lesson plans for 11th and 12th grade Anatomy and Physiology course. Evaluated student progress in understanding the structures and functions of the human body.
- Organized rabbit dissections and other hands-on laboratory assignments; organized multi-class field trip to Body Worlds exhibit.

Santa Monica High School

10/14 – 06/16

Head Athletic Trainer

- Solely provided athletic training services for 23 varsity, junior varsity, and freshman teams; managed and maintained athletic training facility; performed emergency care, injury assessment and rehabilitation, and made return to play decisions.
- Worked closely with physicians, nurses, and administrators to implement various policies including concussion management and emergency protocols
- Supervised internship program for Santa Monica College and SMHS athletic training students.
- Accepted to LACOE Career Technical Education Credentials Program.
- Started weekly Sports Medicine Club meeting intended for students interested in the sports medicine field to speak with professionals in the field and learn about popular topics in sports medicine.
- Managed fundraisers alongside booster club.

West Coast Sports Medicine Foundation – Team to Win

07/14 - Present

Athletic Training Summer Camp Mentor

- Served as a mentor for a nonprofit outreach organization that runs weekend novice and advanced free high school sports medicine education camps
- Teach emergency management, CPR training, taping, and other basic sports medicine disciplines to high school students interested in pursuing a health care career

California Institute of Technology

08/14 – 09/14

Contract Athletic Trainer

- Provided medical care for Division III intercollegiate student-athletes on a contract basis; assisted head athletic trainer in prevention, evaluation, and management of athletic injuries; communicated with physicians, coaches, and other administration
- Kept medical records and documentation

CBU Athletic Training Clinical Experience

08/12 – 05/14

Athletic Training Student

- Completed clinical rotations at various locations including University of Redlands, Riverside City College, California Baptist University, University of California Riverside, and The Sport Clinic
 - Evaluated and treated high school and college athletes in collegiate and clinical settings; communicated with coaches and parents regarding return to play and risk management
 - Created and administered rehabilitation treatment plans for pre- and post-surgical injuries; organized pre-participation exams
 - Used manual therapy techniques including joint mobilization, McKenzie MDT, Muscle Energy Technique, PRT, Gavilan, and SFMA; evaluated and researched treatment outcomes
- *University of Redlands:* Worked as the lead student for women’s lacrosse and track and field; managed and treated acute and chronic injuries under direct supervision of ATC; made post-concussive and other injury return to play decisions
- *Riverside City College:* Traveled with football team for full 2013 season; led and organized medical equipment and travel plans for large team; mentored student workers interested in pursuing a career in health care; created extensive knee return to play protocol for football players

01/14 – 05/14

08/13 – 12/13

Varsity Cheerleading and Dance

05/13 – 08/13

First Aider and Camp Administrator

- Worked as part of a medical and administration team for overnight youth cheer and dance camps for up to 1,000 athletes per camp; managed heat illness, emergency care, first aid, and injury evaluations
- Traveled to six locations including universities and hotels organized by Varsity; set up registration; reviewed medical forms; communicated with staff, coaches, and chaperones to accommodate campers

360 Health Club and Sports Performance

12/11 – 07/12

Personal Trainer

- Assessed client fitness and created individualized and group training programs
- Mentored and motivated clients toward fitness goals such as weight loss and return to activity following events such as musculoskeletal injury and heart surgery
- Educated about healthy dietary habits and maintenance of an active lifestyle

Ho Physical Therapy & Ho Rehabilitation Center

07/09 – 07/11

Physical Therapy Aide, Administrative Assistant

- Treated patients of different demographics at two different clinics
- Assessed strength and flexibility of patients; led patients in rehabilitation exercises as prescribed by physical therapists; assisted in treatments such as Lymphedema to aid breast cancer patients, lumbar and cervical mechanical traction, and Berg Balance Scale assessment
- Supported office management including maintenance of medical and insurance records, scheduling, and communication between patients, therapists, and physicians

Davis Diamonds Gymnastics

09/07 – 06/09

Gymnastics Coach, Birthday Party Coordinator

- Coached recreational and competitive gymnastics; created individual skill development training programs
- Organized and hosted youth birthday parties

CERTIFICATIONS AND MEMBERSHIPS

BOC Certified Athletic Trainer: 2000016026

05/14

Certified Strength and Conditioning Specialist

11/11

Selective Functional Movement Assessment Certification

03/14

Tecnica Gavilan Instrument Assisted Soft Tissue Mobilization Certification

08/12

National Athletic Trainers' Association Member

12/12

National Strength and Conditioning Association Member

11/11

American Safety and Health Institute Basic Life Support (Current)

11/23

COURSES AND PROFESSIONAL DEVELOPMENT

McKenzie Mechanical Diagnosis and Treatment Part A Lumbar Spine

01/12

Positional Release Therapy, Spine and Pelvis

04/13

Far West Athletic Trainer's Association Annual Meeting and Symposium

04/13, 14, 19, 21

California Hit the Hill

04/13, 04/14

ADDITIONAL SPECIAL EVENTS

Special Olympics World Games, Equestrian and Soccer Volunteer Athletic Trainer

USA Gymnastics Junior Olympic National Championships, Volunteer Athletic Trainer

USA Gymnastics California State Championships, Athletic Trainer

US Tennis Association International Spring Championships, Athletic Trainer

Southern California Youth Rugby, Athletic Trainer

La Reina Academy List of Coaches

Basketball: John Biezens

- Current Varsity Coach La Reina High School—6 years
- JV Coach La Reina High School—2 years
- Owner of 9 Yards Youth Basketball Club—3 years

Cross Country and Track and Field: Dan Peterson

- Current Varsity Coach La Reina High School
- Track coach at Thousand Oaks High School, Westlake High School, TO Flyer's
- AYSO Soccer coach,
- Masters Thrower 2014 - Present

Golf: Ernie Reynolds

- Current Varsity Coach La Reina High School – 2 years
- Youth Coach at Tennis Golf Athletics

Soccer: Evan Greenwood

- Current Varsity Coach La Reina High School
- Technical Trainer ONE Premier Soccer Schools
- Staff Coach for the Clint Greenwood Soccer Academy.

Swimming: Tricia Ornez

- Current La Reina Swim coach – 9 years
- Owner of The Swim Academy of So Cal

Tennis: TBA

Volleyball: Christine Yangson

- Current La Reina Volleyball Coach
- Head and assistant coaching roles at the club and high school levels since 2006
- Santa Monica Beach Club (2006-2010), Assistant Varsity Volleyball Coach Campbell Hall (2012-2019), Assistant Volleyball Coach Sports Academy Volleyball Club (2016-2018), Head Volleyball Coach Sports Academy Volleyball Club (2018 -present).

La Reina Academy

14100 Peach Hill Road, Moorpark, CA 93021

A Catholic School for Girls Grades 6-12th, Empowering Young Women

La Reina Academy High School Four Year Plan

Department	Grade 9	Grade 10	Grade 11	Grade 12
Religion (40)	Scripture CP	Paschal Mystery CP and Jesus and the Church CP	Christian Morality Cp and Social Teachings of the Church CP	The World's Religions CP and Sacraments: Call & Response CP
English (40)	English 9 CP/H	English 10 CP/H	English 11 CP/AP	English 12 CP/AP
Mathematics (30)				
Science (30)	Biology CP/H	Chemistry CP/H	Physics CP/H	
Social Science (35)		World History CP/AP	US History CP/AP	Government/Economics CP/AP
World Language (20)				
Visual & Performing Arts (10)				
Physical Education (10)				
Electives (20)				

LRA Graduation Requirements

To receive a diploma from La Reina Academy, a student must complete the following courses for 240 credits. One year of study in a course constitutes ten-semester credits.

Religion	40 credits	Including the Christian Service requirements for each year
English	40 credits	Including English 9, 10, 11 and 12
Social Studies	30 credits	World History, U.S. History, Government/Economics
Mathematics	30 credits	Including Algebra 1, Geometry and Algebra 2/Trigonometry
World Language	20 credits	Two years, or equivalent to the 2 nd level of high school instruction, of the same world language other than English. (Three years are recommended.) Courses taken in the eighth grade may be used to fulfill part or all of this requirement if L Reina accepts them as equivalent to its own courses.
Science	30 credits	Physics, Chemistry, and Biology (10 credits each)

Physical Education	10 credits	<p>To fulfill the physical education requirement, students must complete 10 semester credits (two semesters). This requirement may be fulfilled in the following ways:</p> <ol style="list-style-type: none"> 1. Two semesters of PE at LRA or another approved institution. Two seasons of a school-sponsored CIF sport (Can be in two different sports). <ol style="list-style-type: none"> a. Students must attend a minimum of 70% of all in-season organized team activities to receive credit. b. Team manager options available – See Athletic Director 2. Two seasons of either Dance Team or Cheer / Spirit Team 3. Complete Two Seasons of Independent PE <ol style="list-style-type: none"> a. Independent PE program detailed below. <p>Students can fulfill the physical education requirement by combining two listed options; for example, students participate in one season of sport and one season of dance.</p>
Visual & Performing Arts	10 credits	May only be satisfied by a yearlong VPA course
Speech	5 credits	Including Speech, Mock Trial, Speech & Debate
Technology	5 credits	
Electives	20 credits	

Total credits for graduation: 240

Requirements for a La Reina Academy Honors Diploma:

To earn an honors diploma, a student must take a minimum of 10 Honors and/or AP courses at LRA and earn a 3.6 unweighted GPA. Only courses taken at LRA are considered for an honors diploma. Transfer students' high school courses will be considered individually for the honors diploma.

University of California Requirements:

Social Studies	Two semesters of World History including geography, two semesters of US History or one semester of US History and one semester of American Government
English	Eight semesters
Mathematics	Six semesters, including Elementary and Advanced Algebra and Geometry
Science	Four semesters of laboratory science taken during grades 9 through 12 including two of these three: Biology/Chemistry/Physics Six semesters strongly recommended
World Language	Four semesters required, must be in one language Six semesters total recommended
Visual & Performing Arts	A yearlong course in Dance, Drama/Theater, Music, or Visual Art
College Preparatory Elective Courses	Two semesters to be chosen from History English Advanced Mathematics Laboratory Science World Language Social Science Visual & Performing Arts

Physical Education Graduation Requirement

To fulfill the physical education requirement, a student must complete 10 semester credits. This requirement may be completed through participation in physical education classes, summer school physical education classes, on La Reina Academy athletic teams, on the Dance Team, or on the Cheer Team.

Course Codes:

The following codes follow some courses:

AP – Advanced Placement

Advanced Placement (AP) courses and exams are College-level courses and exams in high school that allow students to earn college credit, advanced placement, or both at many colleges and universities in the U.S. and around the world. The pace and expectations are those of a college-level course, with independent learning as an additional expectation.

H – Honors

Honors-level courses are specialized, advanced courses designed for students who have already completed foundation work in a subject area. Courses must have established prerequisites as appropriate to the discipline. Honors-level courses must have a comprehensive final examination or a substantive culminating project. The final exam/project aims for students to exhibit depth of knowledge and sustained mastery of the subject material. In general, it is highly recommended [but not required] that high school courses being considered for the UC honors designation will have a non-honors equivalent course offered at the same frequency (e.g., annually, every other year, etc.), in the same subject area, and at the same grade level.

CP – College Preparatory

A College Preparatory (CP) course fulfills all "A-G" requirements. Requirements fall into seven broad categories lettered A through G, respectively, and must be approved classes at an accredited school. Requirements are measured in units, the equivalent of one year of study, either as a full-year class or two separate semester classes.

Applicants may only report grades in courses designated AP, H, or CP when applying to a UC school.

Curricular Offerings:

Religion Department

The Religious Studies Department's goal is to foster our students' spiritual growth by helping them understand their relationship with God and their fellow human beings in light of the Scriptures and the teachings of the Catholic Church. Mindful of the importance of our students' relationship with God, we encourage them to respond to God's call to promote justice and peace and to integrate their religious values into their daily lives.

Enriched by our students' diverse religious backgrounds, our school community creates an environment in which personal faith is accepted, nurtured, and shared.

The high school curriculum aligns with the United States Conference of Catholic Bishops' framework for Catholic Schools.

Religion 6

Term: 1 Year

Using the Old Testament as a foundation, this course seeks to build community by sharing Bible and personal stories. The course teaches the basics about faith and religion in the Catholic tradition.

Religion 7

Term: 1 Year

This course's design is to provide students with knowledge of the Catholic Church's fundamental teachings and beliefs. Studying Jesus's life and teachings helps students grow in faith and understand what it means to live as a Catholic

Christian. Students will learn the basics of Catholic social teaching, emphasizing individual spirituality and prayer.

Religion 8

Term: 1 Year

Students learn about the formation of the early Church as a faith community and what it means to be a member of the Catholic Church. The second semester focuses on how members of the Church are called to worship God through the sacraments and how the Church calls us to live out our faith in our daily lives.

Religion 9 (Scripture CP)

UC approved as a Social Science

elective Term: 1 Year

This course is developed to lead the students toward a deeper understanding of Sacred Scripture and the history of salvation it reveals. The students will learn to navigate the Bible and basic exegetical skills through this course. Most of the first semester is focused on the Old Testament and leads into Christology in the second semester.

Religion 10 (Paschal Mystery CP and Jesus and the Church CP)

Term: 1 Year

Paschal Mystery (Semester 1)

In this course, students will seek to understand all that God has done for humanity through Jesus Christ. Discovering Jesus's stories, students will learn how they are a part of the greater Christian story. Understanding this, students will see how all people are called to be a part of the Church's mission so that the world may know love and have life to the full.

Jesus and the Church (Semester 2)

In this course, students will grow in their understanding of the history of the Christian Church. The course will cover the early Christian Church, beginning with the life of Jesus and continuing through modern-day Roman Catholicism. They will learn about events in the life of the Church as well as what it means to follow Christ's example in the world today. Special emphasis is given to the marks of the Church: one, holy, Catholic, and apostolic.

Religion 11 (Christian Morality CP & Catholic Social Teaching CP)

Term: 1 Year

Christian Morality (First Semester)

Students will reflect on what it means to live a Christian moral life. The course leads students to a deeper understanding of the call to love God and one another and to explore how Jesus' life and teaching inform modern moral decisions. The course content includes a study of moral law found in the Scriptures and Church documents.

Catholic Social Teaching (Second Semester)

This course helps students find their place as they advocate for charity and justice worldwide. Organized around the seven principles of Catholic social teaching, students gain a greater understanding of the roots of social teaching in the Church, its context in the Bible and history, and models of charity and justice in action.

Religion 12 (The World's Religions CP, and Sacraments: Call and Response CP)

Term: 1 Year

The World's Religions (Semester 1)

The World Religions course allows senior students to continue their search to find God in all things. Throughout the semester, students will explore how the Catholic Church recognizes and values the respective truths found in the world's religions through interreligious dialogue. The students will explore the elements of each religion and how human persons have experienced the presence of the sacred and sought to comprehend the mystery of life.

Sacraments: Call and Response (Semester 2)

The purpose of this course is to help students encounter Christ in a full and real way through the sacraments. Students will examine each sacrament as a door to the sacred, through which they are invited to enter to develop their faith more fully. Special attention is given to the vocational aspect of sacramental living as students discern their calling in life.

English Department

The study of literature is central to a student's education. It helps them examine great ideas, pose ethical questions, and gain insight into the human condition—all of which lead them to a greater understanding of themselves and the development of their voice.

Students learn a school-wide writing process. Each year builds upon that instruction so that by the time a student graduates, she is a clear and competent writer who has written frequently in many genres. To help them develop their writing skills, students learn the resources of the language: vocabulary, grammar, literary terms, rhetorical devices, and stylistic techniques. All grade levels maintain a written portfolio.

Students develop communication skills through lively discussions and dramatic performances in their English classes. In grades 7 – 12, students read a Shakespearean play and perform scenes from those plays at the annual Renaissance Festival.

The English Department has two levels: college preparatory (CP) and honors (H/AP). For students entering grades 7 and 9, initial placement in the honors program is determined by test scores (90th percentile or above in vocabulary, reading comprehension, and language), a writing sample, and the department chairperson's approval.

The goal of the English Department is to graduate articulate and confident critical thinkers whose communication and writing skills give them an advantage in college and beyond.

English Support

Grade 6,7,8

Term: 1 Semester or 1 Year

This course is designed for students who need support in reading for learning and understanding. Students are recommended for this course based on multiple criteria, including grade-level standardized assessments, a comprehensive reading inventory, and teacher recommendations. The course will focus on phonological awareness, vocabulary development, reading fluency, strategic reading skills, and writing. Assessment results at the end of each semester will be used to determine whether students will exit or continue this course. This course can be a semester or full-year course.

6th Grade Wheel:

Study Skills Term: 1 Semester

This course develops students' literacy and study skills and gives additional exposure to La Reina's writing program and the development of critical reading and comprehension skills.

English 6

Term: 1 Year

This entry-level English course focuses on introducing a solid foundation in writing and developing critical reading and communication skills. The curriculum includes the reading of novels and Greek mythology. The literature anthology units cover short stories, poetry, and biography. Students are introduced to the critical writing program, a 7-year program that fully prepares all students for the rigor of writing college papers. Other course components include creative writing, grammar, vocabulary, and communication & speech skills.

English 7

Term: 1 Year

This English course focuses on building a solid foundation in writing and developing analytical reading skills. The literature curriculum includes the study of novels, short stories, poetry, and a Shakespearean play. The writing program that will be used for the next six years is introduced. Other course components include creative writing, grammar, vocabulary, and communication skills.

English 7H

Term: 1 Year

This English course is a more rigorous study of the English 7 curriculum. It focuses on building a solid foundation in writing and developing analytical reading skills. The literature curriculum includes the study of novels, short stories, poetry, and a Shakespearean play. The writing program that is used for the next six years is introduced. Other course components include creative writing, grammar, vocabulary, and communication skills.

Prerequisite: Teacher recommendation and a high score on the honors challenge test

English 8

Term: 1 Year

This course focuses on expository writing and analytical reading. The expository writing program, which began in the 7th grade, is reinforced; creative writing is also a component of this course. The curriculum includes novels, a Shakespearean play, and literature units in the genres of short story and poetry. Students continue the study of grammar, vocabulary, speech, and research skills.

English 8H

Term: 1 Year

This course is a more rigorous curriculum study as outlined in English 8-C, with a stronger emphasis on analytical writing. It focuses on expository writing and analytical reading. The expository writing program begun in the 7th grade is reinforced; creative writing is also a component of this course. The curriculum includes novels, a Shakespearean play, and literature units in the genres of short stories and poetry. Students continue the study of grammar, vocabulary, speech, and research skills.

Prerequisite: 80% or higher in English 7H and the approval of the previous English teacher

English 9CP

Term: 1 Year

Literature in this class focuses on units in the short story, poetry, mythology, drama, and biography. Several novels and a Shakespearean play are read. Expository writing is emphasized and includes the analytical essay, explication, and comparison/contrast essay. In addition, students study vocabulary (based on the study of word roots), grammar, usage, and mechanics. Speech and research skills are also part of the curriculum.

English 9H (Honors at La Reina: the UC system does not recognize honors classes taught in the 9th grade)

Term: 1 Year

This course is a more rigorous study of the curriculum outlined in English 9-C, strongly emphasizing analytical writing and longer essays. Literature focuses on units in the short story, poetry, mythology, drama, and biography. Several novels and a Shakespearean play are read. Expository writing is emphasized and includes the analytical essay, the explication, and the comparison/contrast essay. In addition, students study vocabulary (based on the study of word roots), grammar, usage, and mechanics. Speech and research skills are also part of the curriculum.

Prerequisite: 80% or higher in English 8H and the approval of the previous English teacher

English 10CP

Term: 1 Year

A historical survey of American literature is the focus of this course. Students read fiction and drama by American writers and a Shakespeare play. The teaching of expository writing skills continues with the writing of multi-paragraph essays. Grammar and speech skills, with an emphasis on expository speaking, are also included in the course. Vocabulary study prepares students for the SAT and ACT. Research skills are also part of the curriculum.

English 10H

Term: 1 Year

A historical survey of American literature is the focus of this course. Students read fiction and drama by American writers and a Shakespeare play. The teaching of expository writing skills continues with the writing of multi-paragraph essays. Grammar and speech skills, emphasizing expository speaking, are also included in the course. Vocabulary study prepares students for the SAT and ACT. This course is similar to the curriculum outlined in English 10-C but includes an introduction to the research paper and more challenging reading.

Prerequisite: 80% or higher in English 9-H and the approval of the previous English teacher

English 11CP

Term: 1 Year

This course is a historical survey of English literature, from Beowulf to the 21st century. British novels are the focus, as is a Shakespearean play. The essay's main focus is the explication and critical analysis of literature. Writing instruction also includes a research paper that stresses organizational and research skills and the critical analysis of literature. The course also prepares students to write the SAT and ACT essays. Vocabulary development, reading comprehension, and grammar study prepare students to take the SAT, the ACT, and Subject exams.

AP English Literature and Composition

Grade 11

Term: 1 Year

This course prepares students for the Advanced Placement test in English Literature and Composition. It is a survey course of English literature, requiring extensive reading and writing. It includes the study of British writers and their works, including a Shakespearean play. The critical analysis of novels, poetry, and prose is an integral part of the course. Timed writings are frequent. Writing instruction also includes a research paper that stresses organizational and research skills and critical literature analysis. Vocabulary development, reading comprehension, and grammar study prepare students to take the SAT, the ACT, and Subject exams.

Prerequisite: 80% or higher in English 10-H and the approval of the previous English teacher.

English 12CP

Term: 1 Year

This course prepares students for college reading and writing. Students read nonfiction on a broad variety of topics and a Shakespearean play. They learn to synthesize information, evaluate sources, and identify rhetorical strategies. The course aims to help students write clearly and effectively for any audience. The course emphasizes expository writing, particularly argumentation. Developing a personal writing voice through observation and reflection is also a component of this course.

AP Language and Composition,

Grade Level: 12 Term: 1 Year

This course prepares students to take the Advanced Placement English test in Language and Composition and to be successful in college writing. Students read nonfiction on a broad variety of topics and a Shakespearean play. They learn to synthesize information, evaluate sources, and identify rhetorical strategies. The purpose of the course is to help students write clearly and effectively for any audience. The course emphasizes expository writing, particularly argumentation. Development of a personal writing voice through observation and reflection and frequent timed writings are components of this course.

Prerequisite: Completion of AP English Literature & Composition or the approval of the previous English teacher

Mathematics Department

The Mathematics Department provides instruction that develops the students' computational, analytical, and problem-solving skills. Students further this understanding by applying these skills to real-life situations, especially in statistical analysis, the physical and life sciences, and economics.

Mathematics instruction prepares students for a variety of educational opportunities and career paths. Critical thinking teaches students to analyze, which they will use throughout their lives. Students also develop interpersonal skills and enhance their achievement by using collaborative problem-solving methods.

The use of technology enhances classroom instruction and student learning. Students become risk-takers by using "what if" situations. They can also visualize, interpret, and analyze graphical interpretations of equations and data.

The Mathematics Department has two levels - college preparatory (CP) and honors (H/AP). Initial placement is based on performance in previous math classes, entrance tests, and placement tests. Honors students are expected to maintain at least 85%. Placement in the honors program is reviewed each year.

Math Support

Grade 6,7,8

Term: 1 Semester or 1 Year

This course is designed for students needing additional math class support. Students are recommended for this course based upon multiple criteria including grade level standardized assessments and teacher recommendation. Results from assessments and teacher recommendation at the end of each semester will be used to determine whether students will exit or continue this course. This course can be a semester or full-year course.

Math 6

Term: 1 Year

Math 6 is the first course for middle school students. By building on their previous knowledge, students will increase their understanding of math concepts. The course will focus on basic computation. Topics covered include ratio and proportional relationships, expressions, simple equations, inequalities, geometry, basic statistics, and probability. Students may be referred to Math Support based on the beginning-of-year *Math assessment*.

Pre-Algebra CP

Term: 1 Year

Pre-Algebra is the transition course from foundational math to algebra. The course includes beginning concepts of algebra, with a special emphasis on applying basic arithmetic and the real number system to solve and graph equations and inequalities. Topics covered include ratios, proportions, and percentages, as well as geometry, basic statistics, and probability. Students analyze and solve real-life applications and mathematical problems using numerical and algebraic expressions and equations. *Prerequisite: Minimum grade of 70% in Math Foundation 1 each semester. Students scoring below 70% may be required to take summer school or Math support.*

Pre-Algebra H

Term: 1 Year

The computations course offers a more rigorous and in-depth study of pre-algebra topics. A special emphasis is placed on applying arithmetic and the real number system in solving and graphing equations and inequalities. Topics include ratios, proportions and percentages, geometry, basic statistics, and probability. Additional topics include solving systems of linear equations algebraically and graphically in addition to factoring and solving quadratic equations. This course requires students to demonstrate a high understanding of the concepts covered and analyze and solve real-life applications and mathematical problems using numerical algebraic expressions and equations. Students use the TI-84 Plus graphing calculator.

Prerequisite: Minimum of 95% in each semester in Math Foundation 1 and teacher recommendation.

Algebra 1 CP

Term: 1 Year

This course teaches students to reason abstractly and quantitatively. Students learn to use expressions, linear and quadratic equations, and inequalities to represent situations involving variable quantities. They interpret expressions, equations, and inequalities using tables, diagrams, and graphs. Topics covered include linear, quadratic, exponential, rational, square root, and absolute value functions. Students use the TI-84 Plus graphing calculator.

Prerequisite: Minimum grade of 70% in Pre-Algebra for each semester. Students scoring below 70% may be required to retake Pre-Algebra in summer school.

Algebra 1H

Term: 1 Year

This course offers a more rigorous and in-depth study of Algebra 1 topics. It teaches students to reason abstractly and quantitatively. Students learn to use expressions, linear and quadratic equations, and inequalities to represent situations involving variable quantities. They use tables, diagrams, and graphs to interpret expressions, equations, and inequalities. Topics include linear, quadratic, exponential, rational, square root, and absolute value functions. At the end of the course, students will demonstrate a high level of understanding of the concepts covered. Students use the TI-84 Plus graphing calculator extensively.

Prerequisite: Minimum of 85% in Pre-Algebra H each semester, a minimum of 95% in each semester in Pre-Algebra, and teacher recommendation at the semester.

Geometry CP

Term: 1 Year

Students study visualization, analysis, inductive and deductive reasoning through the development of an axiomatic system. Students also learn to do various types of mathematical proofs, especially Euclidean. This course reviews the geometry concepts covered in previous courses. It extends them to include topics on parallel and perpendicular lines, triangles and polygons, circles, area, and volume, as well as coordinate geometry and transformations, ratios and proportions, congruent and similar figures. Triangular trigonometry is introduced as well. Students use the TI-84 Plus graphing calculator.

Prerequisite: Minimum grade of 70% in Algebra 1 CP each semester. Students scoring below 70% may be required to repeat Algebra 1 CP in summer school.

Geometry H (Honors at La Reina: the UC system does not recognize honors classes taught in the 9th grade)

Term: 1 Year

This course offers students a rigorous and in-depth study of geometry topics. Students apply visualization, analysis, inductive and deductive reasoning through the development of an axiomatic system. Students learn extensively to do various types of formal mathematical proofs, as well as trigonometry. This course extends the geometry covered in previous courses to include topics on parallel and perpendicular lines, triangles and polygons, circles, area, and volume, as well as coordinate geometry and transformations, ratios and proportions, congruent and similar figures. At the end of the course, students will demonstrate a high level of understanding of the concepts covered. Students use the TI-84 Plus graphing calculator.

Prerequisites: Minimum grade of 85% in Algebra 1H each semester or minimum of 95% in each semester in Algebra 1CP and teacher recommendation.

Algebra 2/Trigonometry CP

Term: 1 Year

Students apply and extend the foundations developed in Algebra 1 and Geometry. Topics in this course include linear, quadratic, radical, rational, exponential, and logarithmic functions, in addition to properties of real and complex numbers, sequences and series, conics, trigonometry, critical thinking, and problem-solving using compound interest and savings and investment problems. Students investigate real-life application problems and learn to value mathematics as being relevant to everyday life. Students use the TI-84 Plus graphing calculator.

Prerequisites: Minimum grade of 70% in each semester of Algebra 1CP and Geometry CP and teacher recommendation.

Algebra 2/Trigonometry H

Term: 1 Year

This course offers students a more rigorous and in-depth study of Geometry and Algebra 2/Trigonometry topics. Students apply and extend the foundations developed in Algebra 1. Topics in this course include linear, quadratic, radical, rational, exponential, and logarithmic functions, in addition to properties of real and complex numbers, sequences and series, conics, trigonometry, critical thinking, problem-solving using compound interest and savings and investment problems. Students investigate real-life application problems and learn to value mathematics as being relevant to everyday life. Additional topics covered include graphical and analytical analysis of domain and range of functions, function transformations, and data analysis. At the end of the course, students will demonstrate a high level of understanding of the concepts covered.

Students use the TI-84 Plus graphing calculator extensively.

Prerequisites: Minimum grade of 85% in Geometry H and Algebra 1H each semester or minimum grade of 95% each semester of Algebra 1CP and Geometry CP and teacher recommendation.

Pre-Calculus CP

Term: 1 Year

In this course, students review algebraic and geometric topics used extensively in calculus. The following topics are studied: the concept of functions and their graphs, linear and polynomial functions, exponential and logarithmic functions as well as trigonometric functions, complex numbers, conic sections, series and sequences. Students use the TI-84 Plus graphing calculator. *Prerequisites: Minimum grade of 70% in each semester of Algebra 2/Trigonometry CP and teacher recommendation.*

Pre-Calculus H

Term: 1 Year

This course is the prerequisite for Calculus-AP. It is a study and review of the algebraic and geometric topics used extensively in Calculus. The following topics are studied: the concept of functions and their graphs, linear and polynomial functions, exponential and logarithmic functions, and trigonometric functions. The theories of limits, continuity, and differentiation are also covered. Students will use the TI-84 Plus graphing calculator extensively. *Prerequisite: Minimum grade of 85% in Algebra 2/Trigonometry H each semester or minimum grade of 95% each semester in Algebra 2/Trigonometry CP and teacher recommendation.*

Calculus CP

Term: 1 Year

This course includes elements of analytic geometry, functions, limits and continuity, differentiation,, and integration of algebraic functions in addition to slope fields. Students use the techniques of differentiation and integration to solve differential equation, related rate, and optimization problems, as well as real life applications. Students may choose to take the Advanced Placement exam. Students will use the TI-84 Plus graphing calculator. *Prerequisite: Minimum grade of 85% in each semester of Pre-Calculus CP*

AP Calculus AB

Term: 1 Year

This course is designed as a preparation for the Advanced Placement exam in Calculus-AB. It starts by reviewing limits, continuity, and differentiation and includes the integration of algebraic functions and slope fields. Students use the techniques of differentiation and integration to solve differential equations, related rate and optimization problems, and real-life applications. Students use the TI-84 Plus graphing calculator extensively. *Prerequisites: Minimum grade of 85% in each semester of Pre-Calculus H and teacher recommendation.*

Statistics CP

Term: 1 Year

This is an integrated math course emphasizing statistics concepts to prepare students for advanced math courses. This course examines methods for displaying, describing, analyzing, and producing data, normal distribution, correlation, and regression, as well as sampling distributions and probability. This course covers statistical inference for means and proportions as well. The applications throughout the course allow students to make connections between mathematical concepts and real-world applications. Students use the TI-84 Plus graphing calculator extensively. *Prerequisite: Minimum grade of 70% in previous math courses.*

AP Statistics

Term: 1 Year

This course is designed to prepare for the Advanced Placement exam in Statistics. Students examine in-depth methods for displaying, describing, analyzing, and producing data, normal distribution, correlation and regression, sampling distributions, and probability. This course covers statistical inference for means and proportions as well. The course's applications allow

students to connect mathematical concepts and real-world applications. Students use the TI-84 Plus graphing calculator extensively. *Prerequisites: Minimum grade of 85% in Algebra 2/Trigonometry H each semester, 95% in Algebra 2/Trigonometry CP, and teacher recommendation.*

Physical Education Department

La Reina's physical education program is designed to be more inclusive, dynamic, and interactive than traditional PE classes. This program integrates team sports and various activities to increase hand-eye and foot-eye coordination. La Reina students participate in the Presidential Youth Fitness Program to emphasize healthy living habits.

To fulfill their physical education requirement, middle school students must participate in 1 semester of PE in 6th, 7th, & 8th grade. 8th-grade students may opt out of their PE requirement if they begin World Language, year 1.

To fulfill their physical education requirement, high school students must participate in a team sport or enroll in one of these classes: Choreography and Improvisation or Core, Cardio, Flexibility, and More. The LRHS varsity cheer program offers PE credits; please contact the coach for more information. Please read the information below about the Alternative Athletic Program for students participating in an off-campus athletic activity.

Middle School PE Physical Education 6

Term: 1 semester

Our PE program increases student MVPA (moderate to vigorous physical activity) during physical fitness classes. This course introduces multiple sports and activities that integrate team sports skills with various activities involving hand-eye and foot-eye coordination. Sportsmanship and respect for peers are also discussed.

Presidential Fitness Testing is administered. The student's grade is not based on athletic ability but on her effort and participation.

Physical Education 7

Term: 1 semester

Our PE program increases student MVPA (moderate to vigorous physical activity) during physical fitness classes. This course integrates team sports skills with various hand-eye and foot-eye coordination activities. This course serves as an introduction to fitness and wellness concepts. Self-esteem and respect for peers are also discussed. Presidential Fitness Testing is administered. The student's grade is not based on athletic ability but on her effort and participation.

Physical Education 8

Term: 1 semester

Our PE program increases student MVPA (moderate to vigorous physical activity) during physical fitness classes. This course integrates team sports skills with various hand-eye and foot-eye coordination activities. Teamwork, cooperation, and leadership are also discussed. Presidential Fitness Testing is administered. The student's grade is not based on athletic ability but on her effort and participation.

High School PE

Core, Cardio, Flexibility, and More

Grade Level: 9, 10, 11, 12

Term: 1-2 Semesters

This personal fitness course focuses on lifelong physical activity and fitness by exploring important fitness concepts and self-management skills. Students learn to develop cardio conditioning, core strength, and flexibility for healthier living. Students learn to measure their level of fitness. Choosing nutritious food and stress management will also be covered. *May be taken for two semesters during high school to meet the La Reina Academy graduation physical education requirement.*

Science Department

The science curriculum follows the College Board Standards for Science Success, California Next Generation Science Standards, or the California Science Frameworks. Science classes develop inquiry skills using the eight science and engineering practices described by NGSS.

All science modules incorporate a high level of inquiry labs. Students will be placed in honors or college preparatory classes at the end of the 8th grade based on academic progress and assessments during the year, a placement test, and teacher recommendation.

Due to the need for continuity and consistency in the department, course level changes at the semester require the approval of the science teacher, department chair, and administration and are rare. Students in honors courses or AP courses should maintain quarter grades of not lower than 80%.

Due to the length of some high school laboratory exercises and AP requirements, extra time may be required before, during, or after school. The teacher will notify the students before this occurs. *No level change from College-Prep to Honors or from Honors to AP in Biology, Chemistry, or Physics will be made at the semester.*

Science 6 - Earth and Space Science

Term: 1 Year

Students engage in the Middle School program with an exciting series of inquiry modules that relate Earth and Space Science to Next Generation Science Standards. Through the study of the Grand Canyon, volcanoes, earthquakes, and erosion, students build data collection and analysis skills to learn how scientists answer big questions and solve big problems. The next module explores the phenomenon of objects in outer space. Students develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and season. Students explore the scale of the solar system by making physical and graphical models. They explore the relationship of the atmosphere, planet temperature, and liquid water. They search images of planets and satellites for evidence of water. As students study the role of water here on Earth, they examine how water movement aids in transporting plastic pollutants from the land into the ocean via the water cycle and explore factors that affect surface ocean currents, form gyres, and cause the plastic to accumulate and remain without breaking down, thus changing and impacting the marine ecosystem.

Science 7 - Life Science

Term: 1 Year

Students engage in an exciting series of Life Science units. All science units incorporate hands-on labs and the eight practices of the Next Generation Science Standards. Through studying life, students will conduct investigations to provide evidence that living things are made of cells and how they interact in their environments. The first module emphasizes the use of knowledge and evidence to answer the questions “what does it mean to be living”, “what makes up a cell”, and “how do cells function”. Next students are guided through the basis of heredity, chromosomes and genes, and how genetic variation arises in a population. The Spring semester begins with a module on human systems. They explore how cells specialize and work together to accomplish the miracle of living. Finally, in a detailed ecosystems unit, students focus on how energy from the Sun flows through all life we see on Earth and is responsible for the seasons, climates and biomes around the globe.

Science 8 - Physical Science

Term: 1 Year

Students will continue to engage in the middle-school science program with an exciting series of inquiry-based modules that relate the physical sciences to the Next Generation Science Standards. Starting with the chemistry unit, the periodic table and the concept of chemical reactions will be introduced. Students will then be introduced to basic physics, including speed, acceleration, and collisions. The principles of Newton’s laws will also be demonstrated using hands-on engineering challenges. Students will learn how to tabulate and graph results. Finally, students will explore waves and electromagnetic radiation by manipulating springs and lasers to determine the properties of waves. How these wave principles apply to cell phones and other modern communication technologies will be shown.

Biology/Lab CP, Grade Level: 9 Term: 1 Year

This course is an inquiry-based study of the biological sciences, emphasizing the use of the Next-Generation Science Skills. The topics include cell biology, genetics, evolution, energy relationships, and ecology. This course satisfies the life science requirement for graduation and a laboratory science requirement for the University of California.

Biology/Lab H, Grade Level: 9 Term: 1 Year

This accelerated lab course develops a thorough understanding of molecular, cellular, evolutionary, human, and ecological biology and the use of the Next Generation Science Skills.

STEM projects are integrated into the curriculum. Extended lab time allows students to plan and conduct in-depth experiments, to develop critical thinking skills, and analyze scientific evidence. This course satisfies the life science requirement for graduation and a laboratory science requirement for the University of California. *Prerequisites: A minimum grade of 85% in Science 8 and recommendation from science instructor.*

Chemistry/Lab CP, Grade Level: 10 Term: 1 Year

Students study the laws governing chemical reactions using a qualitative approach that emphasizes an understanding of core concepts. STEM projects are integrated into the curriculum. Extended lab time is used to develop the eight major skills of a scientist, including designing and performing guided experiments, and data analysis. The course covers the following topics: the nature of matter, chemical reactions, periodicity and bonding, acids and bases, thermochemistry, and basic organic chemistry. This course satisfies the physical science requirement for graduation and a laboratory science requirement for the University of California. Prerequisites: Completion of or concurrent enrollment in Algebra 2/Trigonometry CP.

Chemistry/Lab H, Grade Level: 10 Term: 1 Year

Students study the laws governing chemical reactions using a quantitative approach, which emphasizes critical thinking skills and is at a faster pace than the College Prep course. STEM projects are integrated into the curriculum. Extended lab time is used to develop the eight major skills of a scientist including designing and performing guided experiments, and data analysis. The course covers the following topics: the nature of matter, chemical reactions, periodicity and bonding, acids and bases, thermochemistry, oxidation-reduction, and basic organic chemistry. This course satisfies the physical science requirement for graduation and a laboratory science requirement for the University of California. *Prerequisites: A grade of at least 85% in Physics 1 H or 95% in Physics 1 CP. A grade of at least 85% in Algebra 1H or 90% in Algebra 1CP. Completion of or concurrent enrollment in Algebra 2/Trigonometry CP. Recommendations from science instructor.*

Anatomy & Physiology/Lab

CP*, Grade Level: 11, 12 Term: 1 Year

Human Anatomy and Physiology is a laboratory-supported course that investigates the structure and functions of the human body. Topics covered include the basic organization and terminology of the body and all major body systems as well as the impact of disease on these systems. Students will learn through presentations, text readings, video lessons, case studies, collaborative group work, interactive projects, labs, and guest speakers. Body system topics include respiratory, circulatory, nervous, digestive, musculoskeletal, immune, endocrine, and reproductive, as well as national and global health concerns. Dissection of

mammalian organs will complement our course work. Students will engage in investigative research projects and presentations assigned throughout the course. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college and various medical fields. This course satisfies a laboratory science requirement for the University of California. May be offered in alternate years. *Prerequisites: Minimum grade of 85% in Biology CP or 80% in Biology H.*

Sports Medicine CP, Grade Levels: 9, 10, 11, 12

Term: 1 Year

This course is designed to provide students with scientific and hands-on introduction into the field of Sports Medicine. Students will learn basic skills related to injury prevention, treatment, and recognition of athletic injuries. Students will engage in the application of practical skills including injury assessment, treatment, taping, bracing, splinting, and wound care which are explored and taught through a performance based approach. Students will be introduced to lab exercises dealing with Human Anatomy and Human Physiology. Labs (CPR, wound care management, mechanism of injury, taping) will be incorporated to show mastery of content.

AP Biology*, Grade Level: 11, 12

Term: 1 Year

The four Big Ideas of the revised AP curriculum are explored using inquiry- based labs, reading, and writing. Students work in a collaborative setting where they learn how to write scientific compositions; understand historical and current research documentation; perform detailed mathematical and critical analyses; and design, conduct, and analyze experiments. In-depth understanding of key content areas is developed in the fields of biochemistry, cell structure and function, molecular biology, genetics and heredity, development and evolution, ecology, and energy systems. It is expected that students will do independent work and

take the Biology Advanced Placement examination. The course follows foundational courses in biology and chemistry. A four function calculator with square root will be used extensively. *Prerequisites: Minimum grade of an 85% in Biology H and recommendation from science instructor.*

AP Chemistry/Lab*, Grade Level: 11, 12

Term: 1 Year

This course is equivalent in rigor and depth to a college-level general chemistry course. It is aligned with the College Board's AP Chemistry Course Description, preparing students for the AP Chemistry test in May. The course covers advanced topics in quantum mechanics, molecular theories, thermodynamics, chemical kinetics, chemical equilibrium, acid base theories, and electrochemistry. Scientific or graphing

calculators will be used extensively. *Prerequisites: Minimum grade of 85% in Chemistry H and Algebra II/Trigonometry H. Recommendation from science instructor.*

AP Computer Science Principles*, Grade Levels: 9, 10, 11, 12

Term: 1 Year

AP Computer Science Principles is designed as a preparation course for the Advanced Placement Exam in Computer Science Principles. This course will introduce students to the basic concepts of coding and mobile computing. Additional topics that will be explored include how the internet works, issues related to cyber security, and the impact of computers in society. Students will develop a project-based portfolio with student-originated code and explanatory text during the year as a part of the AP exam. *Prerequisites: Minimum 85% in previous science courses and Algebra 1 H.*

AP Environmental Science*, Grade Level: 11, 12

Term: 1 Year

This course is designed to explore the interrelationships between humans and the environment. Critical thinking skills and understanding will be developed through discussion, inquiry-based learning, and case studies. Students will analyze environmental problems while strategizing methods to prevent them. The course will explore balanced approaches to the use of energy resources through personal decision-making, civic and cultural debate, and sustainable economic productivity. Biodiversity, populations, geological cycles, renewable and nonrenewable energy, water resources, land use, and pollution will be studied. Students will participate in some fieldwork and take the Environmental Science Advanced Placement examination. *Prerequisites: Minimum grade of 85% in Chemistry H and Algebra II/Trigonometry H. Recommendation from science instructor.*

AP Physics 1*, Grade Levels: 11, 12 Term: 1 Year

AP Physics 1 is designed as a preparation course for the Advanced Placement Exam in AP Physics 1. This course is designed for highly motivated and mathematically skilled students. AP Physics 1 is an algebra-based, introductory college-level physics course that explores Newtonian mechanics, including kinematics, dynamics, and momentum in both linear and rotational applications, as well as work, energy, and power. Through inquiry based learning, students develop scientific critical thinking and reasoning skills.

Prerequisites: Minimum grade of 85% in Physics H and Algebra II/Trigonometry H. Recommendation from science instructor.

AP Psychology, Grade Level: 11, 12

Term: 1 Year

Students study the major concepts, theories, and practices of psychology. Students learn the basic skills and steps involved in conducting psychological research, theories made by psychologists over the last century, and different philosophical orientations used by psychologists. Students examine human development, sensation and perception, states of consciousness, cognition, motivation and emotion, memory, personality, and personality disorders. This course is designed as preparation for students to take the Advanced Placement Examination in Psychology.

* These courses may be offered in alternating years depending on enrollment.

Social Sciences Department

The Social Science Department prepares students for their roles as responsible citizens in local, national, and global communities. Important components of the curriculum include acquiring the knowledge to understand the complexity of global cultures and celebrating the multi-cultural diversity of our students, which is integrated into our instructional programs. In order to access this knowledge in various forms - primary source documents, maps, charts, and textbooks, among others - students learn critical reading, interpreting, and writing skills. Overall, students are taught to evaluate current and past events with the goal of fostering in them the values of goodness and justice.

World History and Geography: Ancient Civilizations, Grade Level: 6 Term: 1 Year

Students learn about people and events ushered in the dawn of major Western and non-western civilizations. The early societies of Ancient Mesopotamia, Egypt, China, India, Greece, Rome, and the Mayans of Meso-America are included. In studying the ancient world, students will come to appreciate the special significance of geographic place in the development of the human story. They will acquire a sense of the everyday life of the people, their problems and their accomplishments. Their relationships to the developing social,

economic, religious, and political structures of their society will be taught. Emphases will be placed on historical research in order to develop students' critical thinking skills and analysis.

World History and Geography, Grade

Level: 7 Term: 1 Year

Seventh grade students will continue their study of World History and Geography by examining the different regions of the world starting in A.D. 500 to 1789 A.D. Students study the political, social, and cultural history as well as physical geography of each region. Current events of each of the nations studied are also included in this course.

American History and Geography, Grade Level: 8

Term: 1 Year

Eighth-grade students study the founding and forming of the United States. This course covers the period from settlement and colonial development to the end of the mid-nineteenth century. The study of government, economics, politics, and geography, as they relate to the development of the United States, is included.

Technology & Ethics, Grade Level: 9

Term: 1 Semester

This course introduces the student to various computer skills, including keyboarding, word processing, spreadsheets, drawing tools, presentation software, sound editing, video editing, and Internet resources. Students learn to use Microsoft Word, Excel, PowerPoint, and iMovie. Students develop a portfolio consisting of a resume and cover letter. Students will learn how to apply for jobs and participate in mock job interviews. Completion of this course in grade 9 fulfills the graduation requirement.

World History CP, Grade Level: 10 Term: 1 Year

This course is designed to give the students an understanding of the patterns of world history and a review of major historical events. The emphasis of the course is on the major turning points in the shaping of the modern world from the late eighteenth century to the present.

Besides a historical perspective, the students gain an understanding of the role of culture and geography in the formation of modern society.

AP World History: Modern, Grade Levels: 10, 11, 12

Term: 1 Year

Students develop an understanding of the principal themes in modern European history, the skills needed to analyze historical evidence, and the ability to express that understanding in writing. At the end of this course, students are expected to demonstrate knowledge of the basic chronology of major events and trends in Europe from approximately 1450 to the present. This course is designed as preparation for students to take the Advanced Placement Examination in World History: Modern.

Prerequisite: Recommendation from previous English teacher

United State

History CP, Grade

Level: 11 Term: 1

Year

The emphasis of this course is the major turning points in twentieth-century American history as they reflect continuity and change from the nation's beginnings. Students gain knowledge of social and political personalities that shaped events, economic institutions, and the cultural history of the United States.

Prerequisite: World History CP

AP United States

History, Grade

Level: 11 Term: 1

Year

This course covers major turning points in twentieth-century American history, reflecting continuity and change from the nation's beginnings. Students are required to analyze and interpret primary sources, to deal with conflicting interpretations of history, and to write analytical essays that relate to political institutions and behavior, social change, diplomacy and international relations, economic developments, and cultural and intellectual developments. Supplementary reading will be required. This course is designed as preparation for students to take the Advanced Placement Examination in American History.

Prerequisite: A grade of 85% or better in AP World History and in English. Recommendations from both the AP World History and English teachers.

Government CP, Grade Level: 12 Term: 1 Semester

The purpose of this government course is to provide the students with an accurate and comprehensive knowledge of the American political system. It also challenges students to be effective members of that system. This course creates an understanding of how government decisions are made and the factors that influence such decisions. A continual focus is placed on values, their importance in people's lives, and how these values affect actions.

AP United States Government and Politics, Grade Level: 12 Term: 1 Year

The purpose of this government course is to provide the students with an accurate and comprehensive knowledge of the American political system. The honors course involves an in-depth study of general political concepts. It gives the student a familiarity with the various institutions, groups, beliefs and ideas that make up the U.S. political structure. This course is designed as preparation for students to take the Advanced Placement Examination in American Government.

Prerequisite: A grade of 85% or better in AP US History or 95% in US History CP. Recommendations from the AP US History or the US History CP teachers.

Economics-C/H, Grade Level: 12 Term:1 Semester

The economics course is designed to help prepare students to make decisions in their roles as consumers, wage earners and citizens. It examines basic economic principles and theories in order to develop competency in applying this economic knowledge to contemporary situations and events.

Visual & Performing Arts Department

The Visual & Performing Arts Department provides artists with a stimulating and supportive environment for exploring the beauty and gifts of the arts. The arts help young women communicate ideas that cannot be spoken. When words fail, students learn to turn toward art, music, dance, and theatre to express their

feelings. Students involved in these programs learn that problems can have multiple solutions and that questions can have more than one answer.

Visual Arts

Introduction

to Art, Grade

Level: 7, 8 Term:

1 Semester

This course is an introduction to visual art. Students are initiated in the fundamentals of art through a variety of media and techniques. Students learn about the elements of art, principles of design, and are acquainted with historically significant works of art and artists. **\$50 lab fee for materials and supplies. No textbook required.**

Art 1CP, Grade Level: 9, 10, 11, 12

Term: 1 Year

This course introduces students to the fundamentals of art, emphasizing technical and expressive skills, basic art concepts, and the language and theory of art and design. Students learn how to draw by learning the proper use of tools and by receiving training in each of the skills necessary to become an accomplished artist. Students move through the basics of drawing, two-dimensional design, collage, color theory, and painting. Students have the opportunity to develop a solid foundation in conceptual and visual theory.

Students are exposed to various artists and works of art throughout history to give them perspective on each concept explored. In addition, students learn to compare and contrast different works of art and art movements relative to the artwork's historic and cultural context. \$105 lab fee for materials and supplies. No textbook required.

Art 2CP, Grade Level: 10, 11, 12

Term: 1 Year

This course expands on all the concepts, disciplines, and skills learned in Art I. Students are asked to refine their skills through more creative and active problem solving. Drawing, painting, and other two-dimensional projects continue to dominate the course content. Sculpture and other three-dimensional projects are gradually introduced. The course will also consist of art appreciation whereby the students will learn about new concepts, media, and

materials through viewing artwork. \$105 lab fee for materials and supplies. No textbook required. Prerequisites: Art 1CP, Sculpture CP and/or approval of art instructor

Art 3CP, Grade Level: 10, 11, 12

Term: 1 Year

This course is an advanced level art course for students who are interested in continuing to develop their art skills and self-expression in an effort to expand their portfolios. Students enrolled in this course explore advanced design concepts of Adobe Illustrator, Printmaking techniques and practical applications of mixed media compositions. Students will continue to do weekly sketchbook assignments

and will be creating at least one piece for exhibit in local student art competitions.

Prerequisites: Art II-C and approval for art instructor. \$105 lab fee for materials and supplies. No textbook required.

AP Studio Arts: Drawing, 2-D, or 3-D, Grade Level: 11, 12 Term: 1 Year

The Advanced Placement Studio Art course is an advanced studio fine arts course for the college-bound and potential career-oriented art student. It is designed for talented students who wish to pursue a college-level curriculum in the high school environment. Emphasis is placed on drawing, painting, or sculpting from direct observation and principles of design and composition, color management and theory, and the development and production of a cohesive body of work with an overall emphasis on quality. Students will present and submit a finished studio art portfolio to the AP College Board for final evaluation and assessment, which includes 24 works of art for Drawing for 2-D and 18-20 works of art for 3-D. *Prerequisites: Art 1CP, Photography CP, Sculpture CP and the approval of the art instructor**

**Because of the amount of art pieces required by the AP Board, it is highly recommended that students interested in submitting either the Drawing or 2-Dimensional Portfolio take both Art 1CP and Art 2 CP as prerequisites; students interested in submitting the 3-Dimensional portfolio are encouraged to take Art 1CP and Sculpture CP as prerequisites.*

\$105 lab fee for materials and supplies.

Photography CP, Grade Level: 10, 11, 12

Term: 1 Year

This introductory course explores the visual ideas and language of photography. Students learn how to see the world through the camera and to develop their own language of photography as an image-making medium. This course will prepare students for further work in photography or for collaboration with other media arts. Students will investigate the technical, visual, and expressive aspects of traditional and non-traditional photography. Technical control of the camera and digital media will be demonstrated throughout the course. Discussions and critiques of coursework begin the process of creating an aesthetic language for the evaluation of photography as an art form as well as a catalyst for one's individual work. Students are required to have access to a 35 mm digital camera for this course; a 35 mm DSLR is preferred. **\$80 lab fee for materials and supplies. No textbook required.**

Sculpture CP, Grade Level: 9, 10, 11, 12

Term: 1 Year

Semester 1 introduces students to three-dimensional art using diverse materials including paper, wood, plaster, mixed media, found objects, and clay. Students study the elements and principles of art/design and develop a solid foundation in concepts and visual theory. Students discover their own aesthetic sense through each hands-on project. Students compare and contrast works of major artists throughout history and discuss the art of various cultures from past to present that lends to their understanding of the creative process and appreciativeness of the concepts, ideas, techniques, and materials of those cultures.

Semester 2 is an introductory course in ceramic hand building. Students use white and red earthenware, explore primitive and electric kiln firings, and investigate a multitude of glazing techniques. The second half of this class focuses on advanced building techniques including time on the potter's wheel.

\$105 lab fee for materials and supplies. No textbook required.

World Languages

This department is committed to providing a world language learning experience beginning in middle school that will provide students with the foundation and skills needed for a continued successful world language experience in high school. Through the study of a world language and the exposure to various diverse cultures, students will increase their global awareness and appreciation of the contributions of other cultures. In all language classes, the target language is used.

**It is understood that Spanish 1 and French 1 are challenging classes for 8th graders. 8th grade students who elect to take a high school level language class should be concurrently enrolled in English 8 Honors. To advance to the second level, students must achieve a minimum of C- in level 1 of French or Spanish.

Two years of the same language are required for graduation. However, many competitive colleges recommend 3 years of high school language study. Native speakers will be evaluated on an individual basis and placed in a course according to their proficiency levels.

All courses approved for the *language other than English* (UC “e” LOTE) subject requirement will expand the student’s view of the world, exposing her or him to diverse cultural practices and perspectives.

French 1CP (UC “e” LOTE), Grade Level: 8, 9, 10, 11, 12

Term: 1 Year

This course introduces French pronunciation patterns, basic grammar, sentence structure and commonly used vocabulary, using a variety of text and web-based resources. Students engage in basic conversations using mostly present tense verbs and are introduced to the art, culture and geography of French-speaking countries. Reading interpretation and writing conventions are introduced, as well as exposure to francophone music and film excerpts. *Pre-requisites: None (concurrently enrolled in English 8 Honors for 8th grade only)*

French 2CP (UC “e” LOTE), Grade Level: 9, 10, 11, 12

Term: 1 Year

French 2CP continues with an emphasis on speaking and pronunciation, listening comprehension, reading, writing, and vocabulary development. Students use more complex structures in conversations and a variety of verb tenses. They continue to expand their knowledge of the culture and geography of French-speaking countries. Students are introduced to literature with short stories and continue to experience francophone music and film. *Prerequisite: Minimum grade of C- in French 1CP at the end of the second semester*

French 3CP (UC “e” LOTE), Grade Level:

10, 11, 12 Term: 1 Year

With an emphasis on furthering communication skills, this course is conducted primarily in French. Advanced grammatical structures and expressions are presented along with cultural units about France and other French-speaking countries. Students will be able to express opinions, make comparisons of cultural differences and be able to write full paragraphs in French. Reading comprehension continues to develop with more advanced structures, using authentic resources and stories. *Prerequisite: Minimum grade of B- in French 2CP at the end of second semester.*

French 3 Honors (UC “e” LOTE – UC Honors) Grade Level: 11,12 Term: 1 Year

This course is designed for students who have demonstrated the interest and motivation to study Spanish at a higher level and at a faster pace. It also prepares students to take the French AP Language class the following year. Students have the opportunity to strengthen the development of the modes of communication: Interpretive reading and Listening, Interpersonal speaking and writing, Presentational writing and speaking. Students produce essays and communication presentations on thematic topics that require analysis of authentic material such as web articles, films, and literary works. Students will develop an appreciation for the various cultures of the francophone world. The course is taught almost exclusively in French. *Prerequisite: Minimum grade of B+ in French 2CP at the end of the second semester and departmental recommendation*

French 4CP (UC “e” LOTE), Grade Level: 10, 11, 12 Term: 1 Year

French 4 CP is a college preparatory course designed for students who want to continue their study of the language beyond 3rd year French but are not ready for the challenges of an advanced college level course. Students will continue to expand in depth their oral communication, vocabulary, creative writing, interpretive listening and reading skills, as well as explore a multitude of cultural topics. Themes, readings, and activities connect with today's perspectives and incorporate the 3 modes of communication: interpersonal, interpretive, and presentational. *Prerequisite: Minimum grade of B in French 3CP or B- In French 3H at the end of the second semester.*

**French 4 H (UC “e”
LOTE – UC Honors)
Grade Level: 11, 12
Term: 1 Year**

French 4 Honors is a fourth-year course designed to provide a rigorous and challenging opportunity for motivated students who are committed to expanding their knowledge and proficiency in French without having to take the AP exam. The course is conducted primarily in French and is designed to develop greater fluency in speaking and listening. Students will participate in discussions, prepare presentations, and respond to both written and oral prompts. They will increase their vocabulary and use of idiomatic expressions as they explore francophone literature and film, as well as various cultural themes and current topics. *Prerequisite: B+ in French 3CP or B in French 3H and department approval.*

**AP French Language and
Culture (UC “e” LOTE – UC
Honors) Grade Level: 11, 12
Term: 1 Year**

AP French emphasizes communication by applying interpersonal, interpretive, and presentational skills in real- life contexts. The course is structured around six cultural themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students explore themes in a variety of contexts, both contemporary and historical, through the use of authentic and technological resources. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students engage in spoken and written interpersonal communication, and synthesize information from a variety of authentic audiovisual, written and print resources in order to plan, produce, and present spoken and written presentations. Instruction is almost exclusively in French, and students are required to take the AP exam. *Prerequisite: B+ in French 3H and department approval.*

Spanish 1CP (UC “e” LOTE), Grade Level: 8, 9, 10, 11, 12

Term: 1 Year

This course introduces students to Spanish pronunciation patterns, commonly used vocabulary, and basic grammar and sentence structure. Students engage in basic conversations using present tense verbs and are introduced to the arts, culture and geography of Spanish-speaking countries. Reading interpretation and writing conventions are introduced, as well as exposure to music and authentic audio and visual resources from the Spanish-speaking world.

Prerequisite: none (concurrently enrolled in English 8 Honors for 8th grade only)

Spanish 2CP (UC “e” LOTE), Grade Level: 9, 10, 11, 12

Term: 1 Year

Spanish 2CP continues with more emphasis on speaking, listening comprehension, reading, writing and vocabulary development. Students use more complex structures in conversations and a variety of verb tenses. They continue to expand their knowledge of the cultures of Spanish-speaking communities. Students are introduced to literature with short stories and historical readings. *Prerequisite: Minimum grade of C- in Spanish 1CP at the end of the second semester.*

Spanish 3CP (UC “e” LOTE), Grade Level: 10, 11, 12 Term: 1 Year

This course focuses on further developing the four language skills of listening, speaking, reading and writing through the review of the grammatical foundations taught in Spanish 2. Students will apply newly learned vocabulary and grammatical structure to communicate effectively about everyday experiences as well as current events. Class activities and supportive resource video and audio material strengthen the student’s understanding of the many cultures of the Spanish speaking world. The course is taught primarily in Spanish.

Prerequisite: Minimum grade of B- in Spanish 2CP at the end of the second semester.

Spanish 3H (UC “e” LOTE – UC Honors) Grade Level: 10, 11, 12 Term: 1 Year

This course is designed for students who have demonstrated the interest and motivation to study Spanish at a higher level and at a faster pace. It also prepares students to take the Spanish AP Language class the following year. Students have the opportunity to

strengthen the development of the four language skills of listening, speaking, reading and writing through an intensive grammar review and extensive vocabulary building. Students produce essays and communication presentations on assigned topics that require analysis, synthesis and evaluation of authentic material such as newspaper articles, movies, online sources, and literary works.

Students also further develop their appreciation for the various cultures of the Spanish- Speaking world. The course is taught entirely in Spanish. *Prerequisite: Minimum grade of B+ in Spanish 2CP at the end of the second semester*

Spanish 4CP
(UC “e” LOTE),
Grade Level:
11, 12 Term: 1
Year

In this course students engage in a variety of communicative activities that focus on developing their reading, writing, speaking and listening skills. Students will be exposed to a variety of authentic materials (print, media, audio) in order to increase their proficiency. Students will collaborate on research projects, give oral reports on current events, and advance their essay writing skills. This course is recommended for students who want to complete a fourth year of Spanish and increase their language skills but do not plan to take the AP Spanish exam. The course is taught entirely in Spanish. *Prerequisite: Minimum grade of B in Spanish 3CP or minimum grade of B- in Spanish 3H at the end of the second semester*

AP Spanish
Language and
Culture, Grade
Level: 11, 12
Term: 1 Year

This course is designed to prepare students for the AP Spanish Language and Culture exam while improving their communicative and comprehension skills of speaking, listening, reading, and writing. The course is developed

around the AP themes and authentic materials from the Spanish-speaking world, exploring the products, practices, and perspectives of various cultures. Students should acquire advanced levels of proficiency and be able to perform a variety of tasks such as spontaneous conversation, oral presentations and cultural comparisons, persuasive essay writing, and reading/listening to a variety of texts (literary, expository, informative, historical, etc.). The course is taught entirely in Spanish. *Prerequisite: Minimum grade of B+ in Spanish 3H at the end of the second semester and departmental approval.*

Activities/Co-curriculars:

Acting & Improv Workshop, Middle School

Grade Level: 6, 7, 8

Term: 1 Year

Students participate in intriguing theatrical experiences including improvisation, acting exercises and scene work. They will develop artistic perception, creative expression, and aesthetic appreciation of theatre. There is an end of the year performance opportunity.

Cheerleading

Grade Level: 6-12

Drama I

Grade Level: 9, 10, 11, 12

Term: 1 Year

Students in this course develop artistic perception, creative expression, and aesthetic appreciation of theatre. This course addresses the broad areas of acting, production, and technical theatre through study of text, class discussion, and active participation. New skills in improvisation such as space work and character building, nourish the student's creativity. Acting skills through scene and monologue study are emphasized. Students also build knowledge of theatre in historical and/ or cultural contexts, as well as their ability to connect

and apply what is learned in drama to other art forms, subjects and careers. Students will develop skills in communication and leadership through the direction of scenes. This group will pioneer our new improvisation performance group.

Babysitting and First Aid

Grade Level; 7, 8

Term: 1 Semester

The purpose of this course is to teach participants to identify and care for hazardous conditions, recognize emergencies, and make appropriate decisions for first aid care. This course provides fundamental training for child/baby care, safety, first aid and CPR. Childcare includes professional behavior, decision making skills, safe care (holding, burping, feeding, diapering), choking skills for the child and infant. Students will learn basic skills such as identification and treatment for external wounds, monitoring for shock, musculoskeletal injuries, and heat and cold related injuries. It teaches skills to provide immediate care for a suddenly ill person until more advanced medical care arrives. Students will be eligible to become certified in Babysitting, CPR and First Aid.

Journalism

Grade Level: 9, 10, 11, 12

Term: 1 year

Students who join the LRA newspaper will consider the issues of journalistic writing, research, design, photography, graphics, leadership, and teamwork issues, press ethics and the law, history journalism, comparative media, and careers in communication. The course emphasizes the skills and knowledge required to produce a newspaper and contributes to the production of the school's newspaper. Students conduct interviews, write in a variety of journalistic forms, discuss editorial positions, and design layouts for the school's newspaper. Students use Adobe Photoshop and InDesign.

Choral Program, LRA Singers

Grade level: 6, 7, 8

Term: 1 year (Will meet with instructor 1 day a week)

This middle school choral and vocal music experience is open to all singers in 6-8th grade. Fee \$160 plus performance dress and folder.

Robotics, Middle School

Grade Level: 7, 8

Term: 1 Semester

The objective of this course is to reinforce the creative thinking, brainstorming skills, and engineering process knowledge that were introduced in the 6th-Grade Engineering and Robotics Wheel. Students will design, build, and program either a VEX IQ or VEX V5 robot depending on their experience level. The “VEX STEM Labs” robotics curriculum will be used throughout the course. This curriculum incorporates science, math, arts, programming, and engineering. At the end of the semester, there will be a fun and friendly competition for the students to showcase their robots.

Robotics CP, Grade Levels: 9, 10, 11, 12

Term: 1 Year

Robotics is an introductory course that will explore the relationships between the fields of math, science, computer science, and technology. Throughout the year, students will design, build, test, and program robots in a student-led environment. VEX robotics equipment will be utilized to introduce students to basic hardware and software in robotics. Critical thinking and problem-solving skills will be developed through hands-on problem-based projects.

Study Hall

Grade Levels: 9, 10, 11, 12

Term: 1 - 2 Semesters

Students who have demonstrated academic maturity may choose a study hall. This class is not graded and does not carry credit. Prerequisite: Administrator's Permission

Teaching, Lab, Library Assistant

Term: 1 - 2 Semesters

Grade Level: 10, 11, 12

The student assists a middle or high school teacher. Students enrolling in this class should possess sufficient background in the respective field to be a genuine asset to both the teacher and the students. Specific duties are identified by the department. **This class is not graded and does not carry credit.** *Prerequisite: Instructor's Permission*

Varsity Dance Team

Grade Level: 9, 10, 11, 12

Term: 1 Year

This course covers the specific demands of being a member of a dance ensemble. Focuses on learning repertory choreographed by students, faculty, and guest artists through rehearsal and performance. Explores various styles and genres of dance. Performances include rallies, assemblies and culminates in a performance of the works learned in a formal concert environment. This class is credit / no credit for a total of 10 credits per year (no grades are assigned). *Students who meet the requirements may audition for the **Varsity Dance Team**.* *Prerequisite: by audition*

Vocal Arts Workshop

Grade Level: 9, 10, 11, 12

(will meet with instructor 2 days a week)

Period Seven Vocal Arts is a class that builds solo singing skills. Students learn music history, sight reading, vocal technique and performance skills. Built on the foundation of the Master Class format, students work in various units exploring multiple genres. Units include Folk Song, Art Song/Opera, Sacred Music, Musical Theatre, Jazz and Pop. Performance highlights include Lessons and Carols as well as Cabaret.

Video Production

Grade Level: 9, 10, 11,12

Term: 1 Year

Students learn the fundamentals of video production including skills with a camera, sound recording, lighting, and narrative filmmaking. Projects will be collaborative in nature and will range from music videos and PSA announcements to short films. Students will have their films screened at the annual LRA arts festival and are encouraged to enter their films into local film contests.

Yearbook

Grade Levels: 11, 12

Term: 1 Year

This course helps produce the La Reina Academy yearbook. In this course, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories, and events. Students will: produce a high quality publication, learn & use publishing industry terminology, work with various types of technology to produce their publication, apply computer skills and design principles to the production of yearbook pages, learn copywriting techniques, and work as a team to meet deadlines.

Mock Trial CP

CP Grade Level: 9, 10, 11, 12

Term: 1 Year

LRA mock trial team members are enrolled in this co-curricular. Students acquire a working knowledge of our judicial system, learn state and federal rules of evidence, and gain appreciation for the responsibilities we have as members of a free society as they construct prosecution and defense cases assigned by the Constitutional Rights Foundation, each year. Students learn to analyze important issues from multiple perspectives. They develop presentation and competitive public speaking skills as they scrimmage teams across the state and compete in local, state, and national mock trial competitions. *This course is UC approved, and students will receive credit upon the completion of the course.*

Speech and Debate CP

Grade Level 6, 7, 8, 9, 10, 11, 12

Term: 1 Semester

Students in the Speech and Debate Activity will work with coaches to prepare speeches and oral interpretations for competition as well as engage in research, case writing, and practice debates. Additionally, there are after school & weekend meetings including attendance at tournaments throughout the school year.

LA REINA ACADEMY

A CATHOLIC SCHOOL FOR GIRLS GRADES 6-12TH

EMPOWERING YOUNG WOMEN



A LEGACY OF EXCELLENT EDUCATION.

TRUSTED FACULTY & STAFF.

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Enroll your daughter today for the upcoming 2024/2025 school year.

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Admissions Process

La Reina Academy is excited to provide young women with an academic home that challenges their minds while allowing them to grow and thrive in a safe, nurturing, and loving environment. Enroll today and experience the transformative power of a La Reina Academy education built on a 59 year legacy.

Athletic Program

Our programs are staffed by experienced coaches and a certified athletic trainer who is available on-site to ensure that our athletes receive the highest quality training. Our focus is on providing a competitive and safe environment that will help our athletes achieve their full potential. A wide network of facilities supports our robust athletic program which includes swimming, basketball, volleyball, track and field, tennis, golf, soccer, equestrian and more.

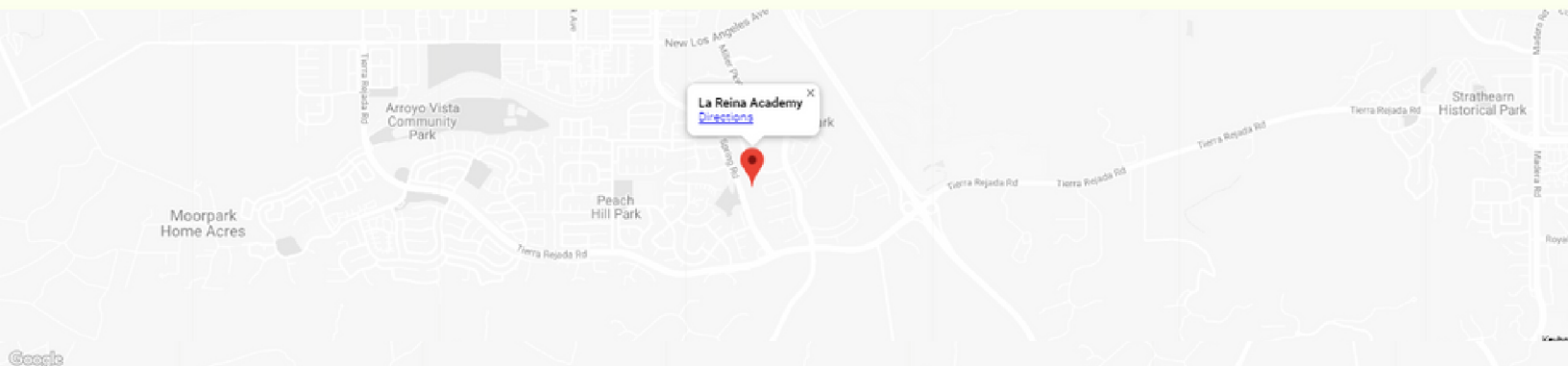
OPEN HOUSE

We're hosting Open Houses on Wednesday, May 1st from 3:00-5:00 p.m and Saturday, May 4th from 11:00 a.m.-1:00 p.m with Laird Wilson at the new property in Moorpark.

Join the Hive.

Sign up with your email address to receive the latest news and updates.

<input type="text" value="First name"/>	<input type="text" value="Last name"/>	<input type="text" value="Email address"/>	<input type="button" value="SUBSCRIBE"/>
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La Reina Academy
14100 Peach Hill Road
Moorpark CA 93021
(805) 538-2202

Questions?

You are warmly invited to email your questions to admissions@larcinaacademy.org. Board members are standing by to ensure prompt response.

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Admissions Process

La Reina Academy is excited to provide young women with an academic home that challenges their minds while allowing them to grow and thrive in a safe, nurturing, and loving environment. Enroll today and experience the transformative power of a La Reina Academy education built on a 59 year legacy.

Athletic Program

Our programs are staffed by experienced coaches and a certified athletic trainer who is available on-site to ensure that our athletes receive the highest quality training. Our focus is on providing a competitive and safe environment that will help our athletes achieve their full potential. A wide network of facilities supports our robust athletic program which includes swimming, basketball, volleyball, track and field, tennis, golf, soccer, equestrian and more.

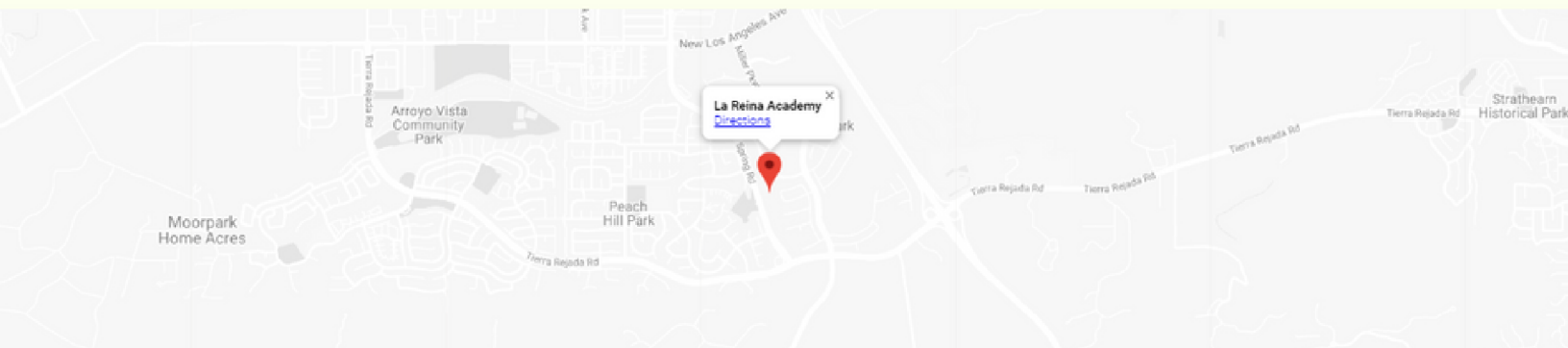
OPEN HOUSE

We're hosting Open Houses on Wednesday, May 1st from 3:00-5:00 p.m and Saturday, May 4th from 11:00 a.m.-1:00 p.m with Laird Wilson at the new property in Moorpark.

Join the Hive.

Sign up with your email address to receive the latest news and updates.

<input type="text" value="First name"/>	<input type="text" value="Last name"/>	<input type="text" value="Email address"/>	<input type="button" value="SUBSCRIBE"/>
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La Reina Academy
14100 Peach Hill Road
Moorpark CA 93021
(805) 578-2202

Questions?

You are warmly invited to email your questions to admissions@lareinaacademy.org. Board members are standing by to ensure prompt response.



New Member School Evaluation Form

School Name Orange County Classical Academy

Principal Semi Park Yrs. as Principal 4 site (8 total) CIF/Athletic Background? Y **N**

Athletic Director Orlando Isais Yrs. as A.D. 2 yr (MS) **CIF/Athletic Background? Y N**

Date of Contact

Notes

Visit/Phone 4/16/24- email exchange to discuss date options for site visit and process of evaluaiton

Visit/Phone 4/19/24 - site visit with AD, Principal, and development team; reviewed site as well as Blue Book and CIF commitments

Enrollment	Current	Next Year	Target
Grade 9	0	60	90
Grade 10	0	0	90
Grade 11	0	0	90
Grade 12	0	0	90

Sports Fielding: Badminton, Baseball, **Basketball**, Beach Volleyball, **Cross Country**, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, **Track and Field**, Traditional Competitive Cheer, **Volleyball**, Water Polo, Wrestling

Boys Varsity	Boys Junior Varsity	Girls Varsity	Girls Junior Varsity
	Cross Country		Cross Country
	Basketball		Basketball
	Track & Field		Track & Field
			Volleyball

Current Athletic Competition: School does not currently compete as they do not open until the Fall of 2024

Facilities: Practice gym, practice track, practice tennis courts, practice soccer field - will have to compete at opponent's site

Commitment to abide by:

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

Comments: The school is not yet open and significant work needs to be completed on the physical plant by the fall, however barring any major issues with the physical plant being available, I believe that this team will be able to meet the requirements of probationary membership.

Membership Recommendation: Full Membership **Probationary Membership** Do not Recommend Membership

Paula Hart Rodas

Dr. Paula Hart Rodas, President-Elect

Executive Committee Member - Area Representative (Please sign and print name)

Revised 4/3/2023



CIF Southern Section Application for Membership 2024-25 School Year

ALL INFORMATION MUST BE TYPED

Name of School Orange County Classical Academy
Street Address 2190 N. Canal St.
City and Zip Code Orange, CA 92865
School Telephone 657-223-9420 Athletic Telephone 714-724-9822 Fax _____
School Website https://orangecountyclassicalacademy.org

Type of School (Check where applicable)

Grades 9-12 Grades 10-12 Public Private Coed All Boys All Girls

Number of Students per Grade (Current Year) 9th 60 10th _____ 11th _____ 12th _____

Total Number of Current Year Students 0

Anticipated Future Enrollment 3 Years Hence 180 5 Years Hence 240

New Public High Schools under Construction – Planned Opening Date 08/17/2024

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

Athletic Program Goals and Objectives

The athletic program at (OCCA) is to extend learning opportunities for students outside the classroom. These experiences will take place after school and help instill the core values of responsibility, respect, courage, honesty and citizenship.

Which also includes sportsmanship, grit, teamwork and a strong work-ethic. These principles are consistent with the mission of Orange County Classical Academy and are important avenues for our students to develop into young adults.

Athletic Administration

Name of Principal Semi Park Principal's email semi.park@orangecountyclassicalacademy.org

Name of Athletic Director Orlando Isais Athletic Director's email orlando.isais@orangecountyclassicalacademy.org

Accreditation

Application for initial WASC accreditation has been submitted for 2023-2024 school year.

Name and Address of Accrediting Organization _____

Facilities

Sport

B/G X-Country

Girls Volleyball

Girls Basketball

Boys Basketball

Boys Volleyball

B/G Track & Field

Practice Facility

School track and surrounding areas.

School gym

School gym

School gym

School gym

School track and field areas.

Game Site and Location

Away Events

Tournaments and away games.

Tournaments and away games.

Tournaments and away games.

Tournaments and away games.

Away Events

Initial Participation Levels

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

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	F-S	F-S	Winter	Basketball	F-S	F-S
	Field Hockey				Soccer		
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Traditional Competitive Cheer						
	Volleyball		F-S				
	Water Polo						
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field	F-S	F-S				
	Traditional Competitive Cheer						
	Beach Volleyball						
	Volleyball						

Coaching Personnel

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

Conditions of Membership

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

Application Packet Checklist

APPLICATION PACKET & FEE SUBMISSION DEADLINE: APRIL 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 April 1st to be considered for membership in the following school year, there are no exceptions to this deadline.

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



Signature of Administrator of School (Superintendent/Principal)



Signature of Officer (Board/Trustee Officer)

Orange County Classical Academy

Name of School

Orange County Classical Academy

Name of District Board

3/21/24

Date

3/22/24

Date

CIF Southern Section Executive Committee Review and Approval Status

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



March 22, 2024

CIF Southern Section
10932 Pine Street
Los Alamitos, California 90720

Re: Orange County Classical Academy Upper School Campus

To the California Interscholastic Federation:

On February 12th, 2024, a license agreement was signed between Orange County Classical Academy (OCCA) and Orange Unified School District (OUSD) to occupy and develop an Upper School campus on 4.5 acres at the address of 2190 N. Canal St, in the city of Orange (see Exhibit A). The term of the license agreement is for no less than 10 years and may extend up to 25 years upon mutual agreement between OCCA and OUSD.

The plan for the site is to install approximately 30 portables, which, in addition to an existing 10,000 square foot Multipurpose (MPR) building that will be fully renovated, will accommodate a total of 540 OCCA Upper School Students of grades 6th – 12th. The site includes a track and soccer field as well as an indoor gym in the MPR building (see Exhibit B).

While next year, OCCA will only have up to 9th grade, it will expand a grade each subsequent year until 2027-28, when the campus will house all 6th through 12th graders.

On August 15th of 2024, when the next school year begins, OCCA plans to utilize the MPR building to accommodate OCCA 7th-9th graders for an interim period until the remainder of the campus is installed and ready for occupancy, which, as of now, is anticipated to be any time between October, 2024 to January, 2025. Once the full campus is ready for occupancy, all 6th through 12th graders will be housed on site.

If you have any further questions or needs, please feel free to reach out to me.

Sincerely,

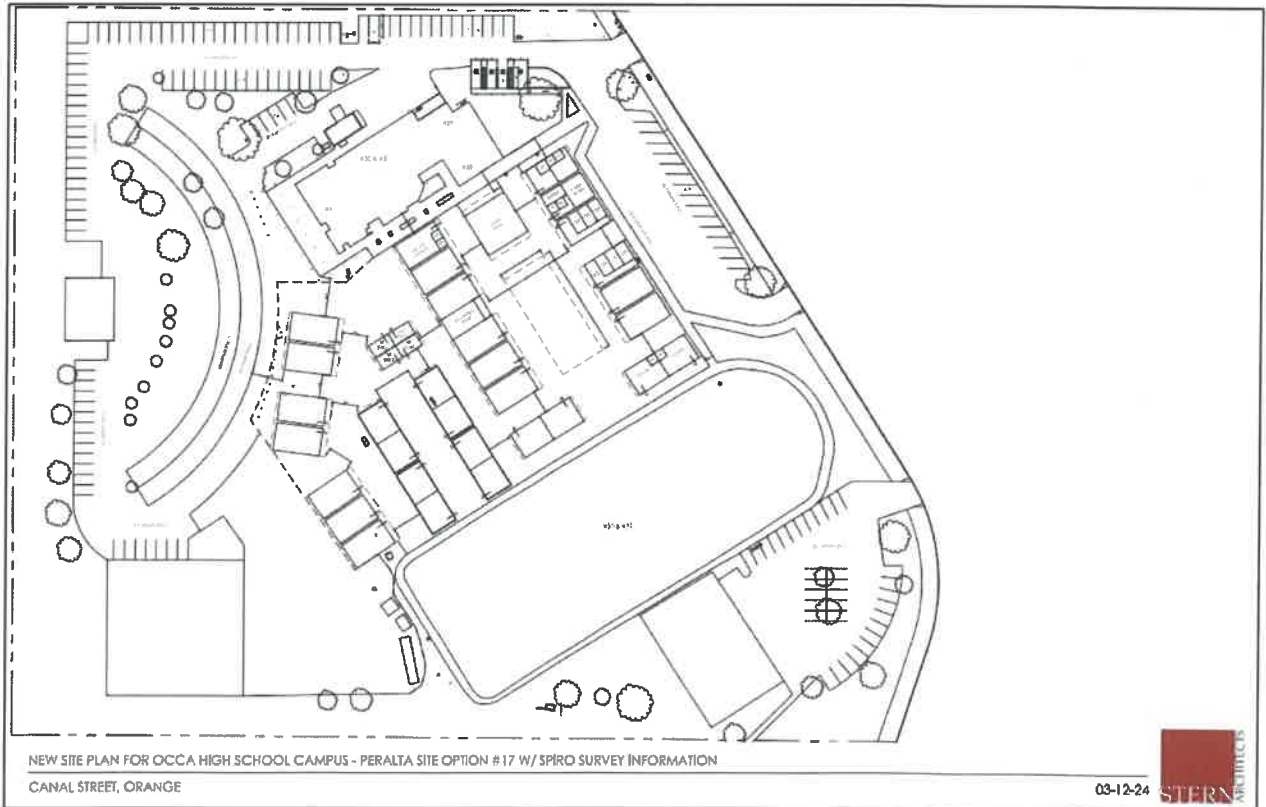
Mike Davis
Director of School Development and Culture
Orange County Classical Academy



Exhibit A: Upper School Campus Location – 2190 N. Canal St, Orange.



Exhibit B: Campus Site Plan as of 3/22/2024. Plan in process of finalization.





2023-24 CBEDS - Online Reporting Application (CBEDS-ORA) Certification Receipt

[Edit](#) | [Reports](#) | [Certify Data](#) | [Advanced Features](#) | [Resources](#) | [Update User Information](#) | [Expected Schools](#) | [Main Menu](#) | [Logoff](#)

LEA Name: Orange County Classical Academy
CDS Code: 30103060139964

Congratulations! You have completed your 2023-2024 CBEDS-ORA submission.

This local educational agency (LEA) certified on 10/31/2023 at 2:44:55 PM

You have entered School Information Form (SIF) data for 1 school.

Semi Park
562)381-4348
shanucsd@gmail.com

Professional Skills/Strengths:

- Commitment to students and learning
- Strong organizational, time management and follow-up skills
- Effective instructional leadership and coaching skills
- Well-developed curriculum planning and data analyzing skills
- Strong interpersonal and communication skills to foster meaningful relationships with the students, staff, and parents.
- Bilingual in Korean (Fluent)

Experience/Achievements:

Headmaster/Executive Director of Orange County Classical Academy, 04/2020 to Current

- Founding headmaster (principal) of the first Barney Charter School Initiative licensed Classical Charter School in Orange County
- Established and developed a new Classical Charter School

Principal Mentor in the Aspire Los Angeles Region, 09/2018 to 04/2020

- Mentored a new principal within the region.
- Lead Principal: led two campuses for six months through supervising the interim principal for another school.
- Core Regional Instructional Lead: planned regional PDs for 1000+ staff employees in the region and paced instructional vision for the year that aligns to the organizational vision.

Principal at Aspire Gateway Academy, 06/2016 to 04/2020

- Provided Instructional Leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of CA standards; creating a college-going culture; modeling Aspire instructional guidelines; managing process for analyzing data to increase student achievement, supporting all teachers in their professional development, and supporting New Teachers through Induction.
Highest SBAC scores in the LA region 3 consecutive years.
- Managed all human resources at the school site, including: retaining and hiring top performers; providing professional development opportunities; developing collaborative team culture; and managing performance.
- Managed all resources at school site, including: setting and maintaining a balanced budget, planning for future needs, and ensuring compliance with restrictions and reporting requirements of categorical funds and restricted donations. Adhere to company policy and protocols for sound fiscal management.
- Developed an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; developing positive relationships with sponsoring district and neighborhood schools; and partnering with institutions of higher education to support the schools' educational program and provide opportunities for students and families to experience college life.
- Managed process for determining priorities; set development timetables and support school team in achieving deliverables.
- Managed daily operations, facilities, safety, and administrative processes school, including addressing issues and problems that arise in a principle-centered, creative,

- thoughtful and constructive way; following-up with constituents as needed; adhering to Aspire best practices, policies and procedures; and seeking outside support as appropriate.
- Led long term strategic planning and medium term process improvement as needed.
- Collaborated with other Principals and Home Office to achieve organizational goals.

Principal Resident/Interim Dean of Instruction at Aspire Titan Academy, 07/2015 to 05/2016

- Worked with two mentor principals, area superintendent, and director of Aspire Principal Residency on administrative duties.
- Delivered various professional developments including: equity, data analysis, ELA & Math instructional strategies, school vision, and positive culture.
- Managed approximately sixty employees including both certified and classified staff: conducted PLPs, observed and provided coaching feedback, and supervised their progress.
- Planned and monitored budget for the school
- Dean of Instruction Duties: coordinated CELDT & SBAC testing, planned and led intervention data analysis, led SSTs & 504s, and supported teachers with instructional strategies.
- Certified in TCRP. Observed teachers and led coaching conversations.
- Managed and developed school budget with the mentor principal.
- Directly supervised the Certified Staff and After School Program Directors. Weekly book talks on Equity and Managing Up.

Teacher at Aspire Tate Academy, 11/2011 - 06/2015

- Taught 3rd, 4/5 combo, and 5th grade
- Mentor to a resident teacher (2012-2013)
- Master Teacher-High evaluation scores by the principal
- Top results in CST scores (2nd highest in Math two years in a row out of all Aspire schools in California)
- Led PDs in Math <Student Led Solutions in Word Problems>

Teacher at Crescendo Charter Schools, 11/2008 – 06/2011

- Lead teacher for fourth grade teachers
- Led monthly “Grade Level” meetings, organized the ELA and MATH curriculum, instructed and assisted teachers on data analyzing as well as action plans for the upcoming semester.
- Assisted teachers in Writing <Narrative, Response to Literature, Summary, and Persuasive- *Write from the Beginning Program & Lucy Calkins*>

Director of Grace Summer School Program, 2007-2010

- Directed a large sized summer school program and trained teachers for grades K-8
- Coordinated and organized Field Trips, Science Fairs, Extracurricular Clubs, and Orientations.

Other Experiences

- Abundant experience in tutoring students from K-12 in various subjects, such as Mathematics, Science, English, Social Studies, and SAT English/Mathematics.
- Helped a sixth grade student with ADHD raise his grades; Average grades went up from D to B+
- Developed bilingual (Korean/English) instructional materials incorporating multi-dimensional learning principles for use in Elementary school settings

- Counseled and assisted Korean speaking parents in community based advocacy program
- Perfect score of 800 in SAT Math and Korean
- Korean-English Translator for the National Safety Awareness Association Convention, San Diego Convention Center (2006)
- Sunday Bible School Elementary Teacher for second grade, Grace Church, Fullerton (2004-2007)
- K-1 Children's pastor, Grace Church, Fullerton (2007-2008)
- English Teacher for college students, Chiang Mai University, Thailand (summer of 2004)
- English Teacher for college students, Xian University, China (summer of 2005)

Education:

- **LACOE (2017-2019)**
Clearing Admin Credential
- **California State University, Fullerton (2015-2017)**
Masters/Admin Credential Program
- **California State University, Long Beach (2006-2008)**
California Multiple Subjects Teaching Credential
Korean Bilingual Credential
- **University of California, San Diego. (2002-2006)**
Bachelor degree of Psychology major and Teaching Education Program minor

About Me

I am currently teaching middle school physical education and serving as the athletic director for middle school & high school.

Skills

Bilingual and biliterate:
English-Spanish

Professional Development:

All Google Applications,
Zoom, PowerSchool, Q,
CAHPERD Member
CMSPEW Attendee

References

Elizabeth Heim
(714) 745-1476

Darren Kempkes
(714) 283-1962
dkempkes@cnusd.k12.ca.us

Contact

Phone
(714) 724-9822

Address
9051 Desert Acacia Ln
Corona, CA 92883

Email
orlandoisais@gmail.com

Education

California State University, Fullerton
Bachelor of Arts, Psychology **2013**
Teaching Credential, Physical Education **2022**
Masters of Science in Transformative Teaching **In Progress**

Experiences

Middle School Teacher **2022-Current**
Orange County Classical Academy, Orange, CA.

- Taught 6 periods of 30-35 students in each class
- Implemented a variety of instructional strategies including: differentiated grouping, student-led discussions, peer assessments, teacher and peer modeling, visual and auditory cues
- Communicated with parents to answer questions and report student progress

Athletic Director (Middle School & High School) **2022-Current**
Orange County Classical Academy, Orange, CA.

- Initiated the middle school after school sports program, which includes cross country, basketball, volleyball and soccer
- Hosted school-wide sporting events to fundraise for the athletic department
- Developed the after school sports program manual and supporting documents

Leadership Roles

House Advisor **2023-Current**

- Advisor to House of Churchill, which includes 40 students that meet weekly to plan and organize events for middle school. Events include jeopardy, relays and other forms of competition between the four houses system in middle school.

Eagle Digital Media Club Founder & Advisor **2022-Current**

- Started the digital media club in collaboration with middle school students. As the advisor I guide students in the production of digital content to share with the school community. This includes: photos, collages, videos and sports updates. The applications used are Canva, CapCut, iMovie and other platforms.

Skills

Bilingual and biliterate:
English-Spanish

Professional Development:

All Google Applications,
Zoom, PowerSchool, Q,
CAHPERD Member
CMSPEW Attendee

References

Taylor Bugenske
(909)815-9424

taylor.bugenske@gmail.com

Darren Kempkes
(714)283-1962

dkempkes@cnusd.k12.ca.us

Contact

Phone
(714)724-9822

Address
9051 Desert Acacia Ln
Corona, CA 92883

Email
orlandoisais@gmail.com

Student Teacher 2021-2022

Citrus Hills Intermediate, Corona, CA

- Taught 3 periods of 40-50 students in each class
- Actively co-planned lessons with mentor teacher using the Common Core State Standards, Physical Education Model Content Standards, ELA standards, and Universal Design for Learning guidelines

Eligibility Technician 2016-2021

Social Services Agency, Anaheim, CA

- Interviewed clients and determine eligibility for assistance programs
- Mentored colleagues new to the agency

Instructional Assistant (Severely Disabled) 2014-2016

McFadden Intermediate School, Santa Ana, CA

- Knowledge of assessment methods, techniques and tools for students
- Knowledge and application of principles and methods of developing individualized plans

Activities Supervisor 2007-2014

Hector Godinez High School, Santa Ana, CA

- Supported with supervision during lunch and passing periods
- Provided support to library staff, front office staff and attendance clerk as necessary
- Implemented school safety guidelines and protocols

Coaching Experience

Orange County Classical Academy, Orange, CA 2022 - Current

Middle School Head Coach

- Cross Country (co-ed)
- Basketball (co-ed)
- Flag Football (assistant)

Hector Godinez High School, Santa Ana, CA 2007-2014

- Girls & Boys Basketball (varsity assistant, junior varsity head coach)
- Boys Volleyball (junior varsity head coach)

Personal Achievements (Basketball)

- Cypress College, Player 2007-2008
- All-CIF Division 1, 1st team 2006
- Most Valuable Player, Orange League
- All-CIF Division 1, 2nd team 2005
- Most Valuable Player, Orange League

Former NCAA Basketball Referee

- Division 2, Division 3, CCCAA, GSAC, SCIAC Conferences 2010-2016

Coaching Staff Names and Qualifications



ORANGE COUNTY
CLASSICAL ACADEMY

THAT OUR HEARTS MAY BE WISE

Gavin Clifford: Boys/Girls Basketball

Graduated from UCLA, interested in Boys/Girls basketball, Boys/Girls volleyball. I played 4 years of high school basketball and volleyball at Woodbridge High School (Irvine, CA). I was also a student athletic trainer at UCLA for 3 years, an assistant athletic trainer at San Francisco State University for 2 years, and the head athletic trainer at Calvary Chapel High School Santa Ana for 1 year. I have 14 years of basketball coaching experience at the high school and middle school levels, with 12 of those years at the high school level, 9 years as the JV boys head coach. I coached middle school girls' basketball for 2 years, and middle school boys' basketball for 1 year. I also coached 6 years of street hockey at the upper elementary level. In addition to coaching, I was an elementary PE teacher for 8 years and held various sports clinics during the summer and through out the school year.

Jessica De Gree: Basketball & Volleyball

Graduated from Hillsdale College and has played collegiate as well as international basketball. Jessica has coach high school basketball and volleyball at the JV and V level for two years and has coached middle school club basketball for two years.

Joel Bush: Boys/Girls Soccer

Mr. Bush played for Collinsville Christian Academy's varsity soccer and was a 3-year letter winner. My team won ACSI Regional tournaments in 2012 and 2013, and I was team captain in 2014. I have experience as a volunteer assistant coach for my younger brother's recreational league teams.

Desiree Nordstrom: Girls Volleyball

Mrs. Nordstrom played volleyball at a high level and found success during her playing days and coaching experience. Below are a few of her achievements.

High School

1999 Graduate of Thatcher High School in Thatcher, AZ

1998 1st Team All-State Tournament

1998 1st Team All-Area All-Star Selection

1998 ACA All-Star Game Selection

1998 1st Team All-Conference

1998 AAVC All-Star Team Selection

Club Volleyball

1998-1999 Member of Gila Valley Juniors 18-U Team - Gold Medal winner of Arizona Nationals Qualifier Tournament, earning a bid to Nationals in New Orleans, LA

College Volleyball

2003 Graduate of Southern Virginia University (SVU) in Buena Vista, VA
2001-2002 United States Collegiate Athletic Association (USCAA) All-American
2001-2002 Bridgewater College Volleyball Tournament All-Tournament Team
2001-2002 SVU Most Valuable Defensive Player
2002-2003 USCAA All-American
2002-2003 Member of SVU Volleyball Team - USCAA National Champions
2002-2003 SVU Team Co-Captain
2002-2003 USCAA Academic All-American
Graduated SVU holding the following school records:
-Blocks in a Game
-Blocks in a Season
-Blocks in a Career
-Hitting percentage in a Game

Volleyball Coaching Experience

-2000 Arizona State University Youth Volleyball Camp Coach
-2000-2001 Coach at Club Red (Mesa, AZ)
-2001-2003 Coach at Parry McClure High School (Buena Vista, VA)
-2006-2008 Coach at La Habra High School (La Habra, CA)
-2006-2007 Coach at Impact Volleyball Club (Yorba Linda, CA)
-2019-2021 Coach at Dime Volleyball Club (Tustin, CA)

Orlando Isais: Cross Country – Track & Field

Graduated from Cal State Fullerton. Has a teaching credential in physical education. Coached high school basketball for 8 years at Godinez High School in Santa Ana, CA. Began coaching career coaching boys frosh basketball and volleyball. Then moved up to boys junior varsity basketball. Ultimately, changed to coach girls junior varsity basketball for last 2 seasons and was assistant varsity coach. Mr. Isais was also a top CIF basketball official working a CIF Final in 2015. Mr. Isais has coached cross country at the middle school level preparing student athletes for competition and instilling mental toughness and perseverance.

Taylor Bugenski: Track & Field

Graduated from Cal State Fullerton and has a strong athletic background. Taylor participated in many sports growing up. Her undergraduate coursework includes many classes with a wide range of team sports. Her major was Kinesiology and holds a physical education teaching credential. Taylor currently teaches elementary school physical education.

Niki Voulgaris Cross Country/Girls Volleyball

Graduated with master's in teaching PE & Health from University of North Carolina Wilmington and currently teach physical education & science. Experience coaching high school soccer for 5

years. Played soccer at Southern Utah University 2014 – 2015, LBCC 2015 – 2016, & CSULB 2016 - 2018. I played 4 years of varsity softball & coached middle school softball for 3 years. I have also coached middle school track for 3 years.

Duncan Helwig

Graduated from Cal Baptist University and currently the director of Operations at OCCA.

Experience coaching high school wrestling 5 years, middle school football coach 1 year.

Wrestled at Golden West College 1999 - 2000. 4 year varsity wrestler and 3 year varsity football player.

Melita Sutherland Soccer/Track & Field

Played soccer and ran track & field at Harding University. 2015 D2 All-America team, 2015

All-Central Region team, 2015 All-GAC 1st team.



OCCA GRADUATION REQUIREMENT COMPARISON

SUBJECT AREAS	California State Diploma Requirements (CA State Minimum)	OCCA Diploma	OCCA Diploma w/ Distinction
HISTORY	3 years	2 (20 units) (must include World History and US History)	4 (40 units)
ENGLISH	3 years	4 (40 units)	4 (40 units)
MATH	2 years (including Algebra 1)	3 (30 units) (through Algebra 2)	4 (40 units)
LABORATORY SCIENCE	2 years (Must include Biology AND Chemistry or Physics)	2 (20 units) (Must include Biology AND Chemistry or Physics)	3 (30 units) (Must include Biology and Chemistry)
FOREIGN LANGUAGE	1 year	2 (20 units) (same language)	3 (30 units) (at least two years of same language)
COMPOSITION/ CIVICS/ PHILOSOPHY	—	1.5 (15 units) American Government (1 yr.) and Economics (sem)	4 (40 units) (Composition & Rhetoric, Intro to Moral & Political Philosophy (sem), Economics (sem), Moral & Political Philosophy, American Government)
VISUAL AND PERFORMING ARTS	1 year	1 (10) units	1 (10 units)
COLLEGE PREP ELECTIVES	0 units	1 (10 units) (From history, English, math, science, world language, or VPA categories)	—
PHYSICAL EDUCATION	2 years	2 (20 units)	2 (20 units)
HEALTH	1 sem	0.5 (5 units)	0.5 (5 units)
TOTAL	13 (130) units minimum	19 (190) units minimum	25.5 (255 units)

Note: College admission requirements vary according to each individual college or university's policies. Be sure to consult the specific admission requirements for the colleges and/or universities that your student desires to apply to. If a student earns a grade of "D" or "F" in any course or a grade that prevents him/her from meeting college admission requirements, he or she must remediate the grade. Any grades of "F" required for a diploma must be remediated in order to meet graduation requirements.

Students identified as "individuals with exceptional needs" shall meet the graduation requirements unless the Individualized Education Program (IEP) Team determines that the student's handicaps or disabilities preclude student attainment of the school's graduation requirements. Commensurate with team diagnosis, a student's IEP will specify the course standards to meet District graduation requirements.

OCCA Four Year Plan Flow Chart

Units Required for OCCA Diploma w/ Distinction (255 units)	SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
40	Literature	Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
40	History	Ancient World to A.D. 500	Europe 500-1815	American History 1607 to Present	Modern World History 1815-Present
40	Math	Algebra 1 Geometry	Geometry Algebra II	Algebra II Pre-Calculus/Trig	Pre-Calculus/Trig AP Statistics AP Calculus BC
30	Science	Biology	Chemistry	Chemistry Physics AP Biology AP Chemistry	Physics AP Physics AP Biology AP Chemistry Astronomy or Anatomy/Physiology
40	Composition/ Civics/ Philosophy	Logic or Composition (sem) / Rhetoric (sem)	Intro to Moral & Political Philosophy (sem) / Economics (sem)	Moral & Political Philosophy (yr)	American Government & Politics (yr)
30	Foreign Language	Latin 1 Latin 2 Latin 3	Latin 1 Latin 2 Latin 3 Latin 4 Spanish 1 Spanish 2 Spanish 3	Latin 2 Latin 3 Latin 4 AP Latin Spanish 1 Spanish 2 Spanish 3	Latin 3 Latin 4 AP Latin Spanish 1 Spanish 2 Spanish 3
10	VPA	World Music Beginning Choir Studio Art	World Music Beginning Choir Studio Art Beginning Instrumental Ensemble	World Music Beginning Choir Studio Art Beginning Instrumental Ensemble Intermediate Choir Intermediate Art	World Music Beginning Choir Studio Art Beginning Instrumental Ensemble Intermediate Choir Intermediate Art
20	PE	Physical Education Athletics P.E. Independent Study PE	Physical Education Athletics P.E. Independent Study PE	Physical Education Athletics P.E. Independent Study PE	Physical Education Athletics P.E. Independent Study PE
5	Health *Must be completed prior to graduation	Health	Health	Health	Health
	Electives			Journalism Student Aide	Journalism Student Aide

*Note: Senior Thesis embedded into 12th grade literature course.

(Revised 3/19/24 E.H.)

Units Required for OCCA Diploma (190 units)	SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
40	Literature	Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
20	History (must include World History and US History)	Ancient World to A.D. 500	Europe 500-1815	American History 1607 to Present	Modern World History 1815-Present
30	Math (through Algebra 2)	Algebra 1 Geometry	Geometry Algebra II	Algebra II Pre-Calculus/Trig	Pre-Calculus/Trig AP Statistics AP Calculus BC
20	Science (must include Biology AND Chemistry or Physics)	Biology	Chemistry	Chemistry Physics AP Biology AP Chemistry	Physics AP Physics AP Biology AP Chemistry Astronomy or Anatomy/Physiology
15	Civics		Economics (sem)		American Government & Politics (yr)
20	Foreign Language (same language)	Latin 1 Latin 2 Latin 3	Latin 1 Latin 2 Latin 3 Latin 4 Spanish 1 Spanish 2 Spanish 3	Latin 2 Latin 3 Latin 4 AP Latin Spanish 1 Spanish 2 Spanish 3	Latin 3 Latin 4 AP Latin Spanish 1 Spanish 2 Spanish 3
10	VPA	World Music Beginning Choir Studio Art	World Music Beginning Choir Studio Art Beginning Instrumental Ensemble	World Music Beginning Choir Studio Art Beginning Instrumental Ensemble Intermediate Choir Intermediate Art	World Music Beginning Choir Studio Art Beginning Instrumental Ensemble Intermediate Choir Intermediate Art
20	PE	Physical Education Athletics P.E. Independent Study PE	Physical Education Athletics P.E. Independent Study PE	Physical Education Athletics P.E. Independent Study PE	Physical Education Athletics P.E. Independent Study PE
5	Health *Must be completed prior to graduation	Health	Health	Health	Health
10	Electives (From history, English, math, science, world language, or VPA categories)	See courses listed above	See courses listed above	See courses listed above	See courses listed above

*Note: Senior Thesis embedded into 12th grade literature course.

(Revised 3/19/24 E.H.)



ORANGE COUNTY CLASSICAL ACADEMY

THAT OUR HEARTS MAY BE WISE

A BRIEF HISTORY

In its three years of operation, Orange County Classical Academy has demonstrated its success not just for some students, but for all students.

In its first year, approximately 80% of its students attained or exceeded ELA and Math proficiency according to California state assessments. This is compared to approximately 50% and 30%, respectively, for State schools.

And while half of OCCA's English Learner students attained English proficiency by the end of that year, 100% of that population achieved proficiency by the end of the following year.

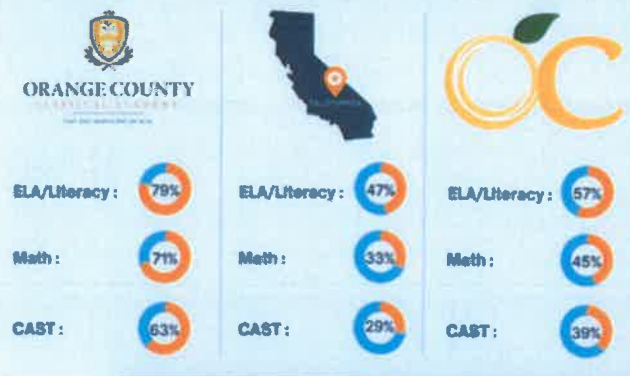
Orange County Classical Academy is a Countywide authorized charter school which gives us approval to stand up schools across Orange County. It is our vision to open as many schools as possible offering the unique combination of attention to character and virtue as well as academic excellence. Our goal is to stand-up no less than three schools within the next ten years.

Contact Us :

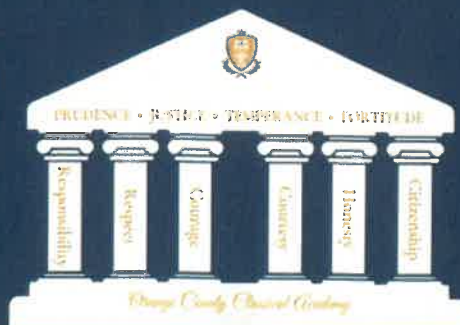
657-223-9420 4100 E. Walnut Avenue
Orange, CA 92869

OCCA CAASPP Results 2022

Percent Standard Met or Standard Exceeded



In our third year of operation, 2022-23, Orange County Classical Academy was honored to be recognized by the state as a California Distinguished School which broadly recognizes those schools that are performing among the top 5% of state schools.



occafoundation.org

Truth, Goodness and Beauty

For over 100 years, Orange County has been a leader in education. Our students are the future of our state and our nation. We are committed to providing them with the best possible education, one that is rooted in truth, goodness and beauty.

Why Choose Us?

Our students are the future of our state and our nation. We are committed to providing them with the best possible education, one that is rooted in truth, goodness and beauty.

Orange County Board of Education

Our Supporters

OCCA Foundation
 The OCCA Foundation exists to mobilize the community and its resources to support OCCA students and staff.

The Lincoln Club
 The Lincoln Club of Orange County is the oldest and largest conservative major donor organization in the state of California. They are the business minds - the builders - creating pioneering political infrastructure to preserve America.

California Policy Center
 The CPC Parent Union is a coalition of parents, parent groups, education reform advocate and community leaders united to advancing meaningful education reform, accountability and choice in California's K-12 education system.

Orange County Board of Education
 The Orange County Board of Education encourages the establishment of quality charter schools in Orange County as an integral part of the California educational system.



California Distinguished School

Orange County Classical Academy was the only school in the Orange Unified School District to receive this award for the 2022-2023 school year.

Vision

Orange County Classical Academy will develop exceptional citizens who are keepers and defenders of the principles of our freedom, while also instilling intellectual and personal habits and skills upon which responsible, independent and productive lives are built.

Mission

The Mission of the Orange County Classical Academy is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.





Probationary School Evaluation Form

School Name Animo City of Champions

Principal Cen'cere Cooks

Athletic Director Victor Valdez

	<u>Date of Contact</u>	<u>Notes</u>
Visit/Phone	<u>4/19/2024</u>	<u>Initial Contact</u>
Visit/Phone	<u>4/25/2024</u>	<u>Follow up (Google Meet)</u>

Enrollment	Current	Next Year
Grade 9	76	96
Grade 10	61	85
Grade 11	78	65
Grade 12	62	85

Sports Fielded: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track/Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

Boys Sports	Number of Participants	Girls Sports	Number of Participants
Boys Soccer	23	Girls Volleyball	14
Baseball	15	Girls Basketball	7
Boys Basketball	14	Cross Country	4
Cross Country	6	Softball	24

Facility Updates: See attached

Assistant Commissioner Comments: _____

EC Visiting Member Comments: See attached

Membership Recommendation: Full Membership Probationary Drop Membership


DEMETRE HOWARD
Executive Committee Member - Area Representative (Please sign and print name)

Animo City of Champions

Background Information

Located on a middle school campus in Inglewood, this school is in its 7th year of operation. Animo City of Champions was opened in response to the expanded growth of existing Charter schools in Inglewood (Animo Leadership and Animo Inglewood). This is the first year they have offered any form of athletics. Enrollment goal is 100 students per grade level.

Facilities

- Full size regulation soccer field on campus
 - Also serves as practice field for baseball/softball
 - Darby Park (basketball games)
 - New Hope Church (volleyball practice) and Betty Ainsworth for (volleyball games)

Fall Sports

- Boys Cross Country
 - 6 participants
 - 4 contests
- Girls Cross Country
 - 4 participants
 - 4 contests
- Girls volleyball
 - 14 participants
 - 21 games

Winter Sports

- Boys Soccer
 - 23 participants
 - 18 games
- Boys Basketball
 - 14 participants
 - 20 games
- Girls Basketball
 - 7 participants
 - 20 games
- Girls Soccer:
 - 6 participants (Did not field team)

Spring

- Baseball
 - 15 participants
 - 10 games
- Softball
 - 24 participants
 - 10 games

Animo City of Champions

Additional Notes/Comments

Most of the schools' contests were against Mulholland League schools. Facilities will continue to be a challenge with growing numbers of athletes/teams but it is manageable due to partnerships with local parks and churches. Sports were not advertised to any students enrolling in the fall, so they expect the student-athlete numbers to increase for next year. Also, the school expects to return the same coaches from this year, minus boys basketball. They did see numbers decline slightly in some sports (baseball & softball) once games began being played due to lack of competitiveness. I would recommend another year of probation to be certain that their numbers sustain/increase.



March 28, 2024

Sharon H.
CIF Southern Section
Email: sharonh@cifss.org

Dear Ms. Hodge and the CIF Southern Section Executive Committee,

We are pleased to present a comprehensive evaluation of our school's athletic programs for the 2023-24 academic year as a probationary member of the CIF Southern Section. As we reflect on the past year's achievements and challenges, we reaffirm our commitment to fostering a culture of excellence, sportsmanship, and camaraderie within our athletic community and are excited to partner with CIF Southern Section to help make that happen.

Sports Teams:

Our school prides itself on providing a diverse range of athletic opportunities for students to engage in and hope to grow it even further next year to offer Girls Soccer and Boys Volleyball as we seek to join the Mulholland League in the fall of 2024. The sports teams available this year for participation included Girls Volleyball, Boys Cross Country, Girls Cross Country, Girls Basketball, Boys Basketball (both a JV and Varsity team), Boys Soccer (both a JV and Varsity team), Cheerleading (both a JV and Varsity team), Baseball, and Softball. Each team plays a crucial role in the fabric of our athletic program, fostering teamwork, discipline, and a sense of community among our student-athletes. From the precision of spikes on the volleyball court to the strategic maneuvers on the basketball court and the spirited cheers on the sidelines, our sports teams exemplify the values of sportsmanship and dedication that define our school's athletic culture and our commitment to preparing all Scholars for College, Leadership and Life.

Athletic Facilities:

Our school does not have the privilege of boasting a range of state-of-the-art athletic facilities that cater to the diverse needs of our sports teams. But we have worked diligently to improve the facilities on our campus and foster relationships and partnerships in the community to improve access for our student athletes. We utilized the Betty Ainsworth Gym in Hawthorne, Darby Park courts and baseball fields and have recently finalized the inclusion of the Center of Hope recreation center across the street

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to provide practice space near campus and at no cost to the school. The recently upgraded regulation soccer field offers a pristine playing surface for intense matches to be held on campus, while the newly renovated practice baseball/softball diamond beckons players to hone their skills under the open sky with batting cages, pitching machines and space to practice fielding on campus. Inside, the multipurpose room hums with activity as our volleyball team practices and strategies for upcoming games. Additionally, we enhanced our weight room with new equipment and designated space to elevate our athletic training facilities for the upcoming year.

Athletic Experience:

Achievements:

In the realm of athletic accomplishments, our school has witnessed a myriad of successes throughout the academic year. From the courts to the fields, our student-athletes have showcased remarkable dedication and skill in their respective sports. Notable achievements include the growth and strong performance of our Girls and Boys Basketball teams, as well as the Boys Soccer teams, all of which achieved a .500 or better win percentage in their first year as a team, demonstrating their competitive prowess and commitment to excellence.

Beyond the scores and statistics, our school community has rallied behind our athletes, with attendance at key events surpassing 300 enthusiastic supporters. The vibrant cheers and unwavering support from parents, faculty, and fellow students have created an electrifying atmosphere at games and competitions, fostering a sense of unity and school pride.

Recognizing the importance of celebrating our athletes' hard work and achievements, our school has implemented various initiatives to honor their dedication. From spirited pep rallies to festive banquets and uplifting assemblies, we have made it a priority to highlight the accomplishments of our student-athletes, both on and off the field. These events not only serve as opportunities for recognition but also as moments of inspiration for our athletes to continue striving for greatness.

In alignment with our commitment to academic excellence, our student-athletes have maintained an impressive average GPA of 3.2, surpassing the school average. This dedication to balancing athletic pursuits with academic responsibilities underscores the holistic development fostered within our athletic program. To support our student-



athletes in their academic endeavors, mandatory study halls and tutoring programs have been implemented to ensure their success both in the classroom and on the field for students placed on probation.

Challenges:

Despite the triumphs and achievements, our school's athletic program has encountered its fair share of challenges throughout the year. Budget constraints have presented obstacles in acquiring essential equipment and resources for our sports teams, requiring creative solutions and strategic planning to navigate financial limitations effectively.

Transportation logistics have also posed challenges, particularly for away games and tournaments located at a distance from our school. Coordinating transportation for multiple teams and ensuring timely arrival at various venues has been a logistical puzzle that our coaching staff and athletic department have diligently worked to solve.

Furthermore, the unpredictability of weather conditions has occasionally disrupted practice schedules and game times, impacting the consistency of training and competition for our student-athletes. Adapting to these unforeseen circumstances has tested the resilience and adaptability of our teams, prompting them to remain flexible and focused on their goals despite external challenges.

In light of these obstacles, our school has prioritized open communication and collaboration among coaches, athletes, and administrators to address and overcome challenges collectively. By fostering a culture of teamwork and problem-solving, we aim to navigate hurdles with resilience and determination, ensuring that our athletes continue to excel in the face of adversity.

School Pride and Commitment:

Our student-athletes have exemplified exceptional dedication, sportsmanship, and achievement, serving as outstanding representatives of our school community and values. Their commitment to excellence both on and off the field has been a source of immense pride for our school.

Strategies for Enhancing School Pride and Commitment:

In our continuous efforts to strengthen school pride and commitment, we are



considering the implementation of the following strategies:

- **Team Building Activities Over the Summer:** Organizing team-building activities to foster stronger relationships among athletes.
- **Leadership Development for Team Captains:** Providing leadership training for team captains to enhance their ability to inspire and lead.
- **Community Engagement Through Sports Camps:** Increasing involvement in community events and volunteer opportunities to instill a sense of community pride through offering free sports camps for local elementary and middle school students.
- **Mentorship Programs:** Establishing mentorship programs to support younger athletes and promote teamwork.
- **School Spirit Events:** Planning pep rallies, spirit weeks, and themed game days to boost school spirit and unity.
- **Goal Setting and Reflection:** Encouraging athletes to set and reflect on individual and team goals to promote growth and achievement.

We reaffirm our unwavering commitment to the CIF Southern Section and acknowledge the vital role it plays in fostering sportsmanship, camaraderie, and fair play among our student-athletes. Our school is dedicated to upholding the values and standards of the CIF Southern Section and will continue to strive for excellence in all athletic endeavors.

We are grateful for the opportunity to be part of the CIF Southern Section family and eagerly anticipate further collaboration and advancement in the upcoming year.

Sincerely,

James Fidler, Assistant Principal

Animo City of Champions

9330 S. 8th Ave.

Inglewood, CA 90305

www.greendot.org

Mobile (213) 369 - 6286

Fax (213) 908 - 2192

james.fidler@animo.org

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To the Executive Committee:

The school year of 2023-2024 marked a significant milestone for Cristo Rey Orange County High School as it successfully established a vibrant sports program and a variety of student activities. Despite being in its launch year, the school managed to offer six sports throughout the academic calendar, showcasing a commitment to holistic student development. Moreover, the school demonstrated proactive efforts to ensure all sports had adequate athletic facilities and foster relationships to facilitate student participation in sports.

Throughout the year, Cristo Rey Orange County actively engaged students in sports activities, with plans underway to join a league for competitive play. Efforts were made to establish connections with league representatives, particularly within the Academy League, which caters to small schools. Additionally, the school cultivated partnerships with neighboring small schools to facilitate scrimmage matches, providing students with opportunities to hone their skills and test them against other opposition.

The inaugural year saw a commendable level of student interest in sports, with over 40% of the school population participating in various athletic endeavors. This high level of engagement speaks to the effectiveness of the school's efforts in promoting physical activity and fostering a culture of sportsmanship among its students. Which is why every season we celebrate our athletes by having a tailgate and invite families, staff, and our community. We are proud of being able to instill our school charism within our sports culture, believing that we can have Respect, Care, Commitment, Responsibility, Justice and Faith for ourselves and our opponents. Moreover, approximately 30% of the student body actively contributed to the Associated Student Body (ASB), indicating a robust interest in extracurricular involvement beyond athletics.

In terms of athletic offerings, the fall season featured Girls Volleyball and Boys Cross Country. Despite facing challenges associated with being a new school in the area, such as limited access to games, the school managed to field teams and provide adequate training and facilities for its athletes. Volleyball had a total of 25 girls and Cross Country had 7 students. Notably, the school secured the Jerome Gym Center for volleyball practice, ensuring students had suitable spaces to develop their skills. Volleyball was able to play a game and a couple of scrimmages with local schools. Cross Country was able to participate in the Mt. SAC Invitational and have more than 7 athletes run in the event.

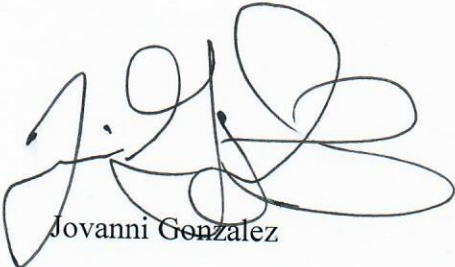
During the winter season, Boys and Girls Soccer were introduced, further expanding the school's sports culture. Both teams received comprehensive support from dedicated coaches and had opportunities to participate in tournaments and competitive matches. Despite playing about six games, the teams demonstrated resilience and ended the season with commendable records, notably Boys Soccer beating Verbum Dei Jesuit 9-1 and Girls Soccer reaching the quarterfinals

in the Tustin High School tournament. The teams were both able to have a total of 15 students in each team respectively and practice at Jerome Park Field.

In the spring, Boys Volleyball and Girls Badminton were offered, adding to the diverse array of sports available to students. While efforts were made to organize games for both teams, challenges were encountered, particularly in securing matches for Girls Badminton. Nevertheless, the school remained committed to providing opportunities for student athletes to compete and excel in their respective sports. We are all awaiting to have a great April as we prepare for our Spring Tailgate and several games scheduled.

Looking ahead, Cristo Rey Orange County aims to further enhance its sports program by seeking membership in CIF which will make more schools open to play us. Such a move would not only afford students the opportunity to participate in CIF-sanctioned competitions but also foster a sense of pride and accomplishment within the school community. With dedicated staff, supportive parents, and enthusiastic student athletes, the future looks promising for us at Cristo Rey Orange County High School as we await the incoming freshman class which is at 60 and only increasing and thus increase sport participation.

In Gratitude,



Giovanni Gonzalez

Dean of Students/Athletic Director



Karelyn Roberts

Principal



Probationary School Evaluation Form

School Name Education First (EF) Academy

Principal Dr. Shelly Mingarelli

Athletic Director Mr. Justin Clapp

Date of Contact

Notes

Visit/Phone 04/16/24 - email exchange to set date of visit

Visit/Phone 04/26/24 - site visit and program evaluation

Enrollment	Current	Next Year
Grade 9	37	40
Grade 10	59	75
Grade 11	64	95
Grade 12	51	95

Sports Fielded: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track/Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

Boys Sports	Number of Participants	Girls Sports	Number of Participants
Cross Country (V)	9	Cross Country (V)	6
Basketball (V)	12	Basketball (V)	11
Volleyball (V)	11	Volleyball (V)	16
Badminton (V)	10	Badminton (V)	10
Soccer (V)	20	Beach Volleyball (V)	11

Facility Updates: On campus gymnasium, sand volleyball court, and practice field; no new facilities built or planned currently

Assistant Commissioner Comments: Assistant Commissioner Middlebrook shared his concerns for their enrollment and ability to maintain participation numbers given that the majority of their students are from foreign countries. Of their current 211 students, approximately 40 of them are local students from the area. He is concerned about not only their potential for growth but also for sustainability.

EC Visiting Member Comments: EF Academy reports that they are hopeful for continued enrollment growth of programs in the coming years; they intend to add lower levels for current sports for the 2024-25 school year. Their projected enrollment for 2024-25 is 305 students; current enrollment is 211. Their 5 year enrollment goal is 900 students. Based upon their current enrollment numbers, 42% of their students participated in athletics this year. All of this was voluntary as EF does not require athletics participation as some boarding schools do. Based upon the interest of current students, they intend to explore the addition of boys golf for 24-25 and girls golf and girls soccer for 25-26. There is some interest in tennis which they plan to run as a club sport in the 14-25 year. EF Academy shared that the Prep League is willing to allow EF to join the league pending full membership; I have confirmed this with the Prep League Coordinator .

Membership Recommendation: Full Membership Probationary Drop Membership

Dr. Paula Hart Rodas 04/29/24
 Executive Committee Member - Area Representative (Please sign and print name)

April 1, 2024

Greetings CIF-SS Executive Committee,

My name is Justin Clapp, and I'm the Athletic Director at Education First Academy ("EF Academy"), which is a boarding high school in Pasadena, California. EF Academy first opened in 2022-23, with around 125 students. For 2023-24, EF Academy now has around 220 students and will have its first graduating class. For 2024-25, it is projected that approximately 300 students will be enrolled, with the campus ultimately able to accommodate a maximum enrollment of around 900 students. For the 2023-24 school year, EF Academy was granted Probationary Membership in CIF-SS.

For our inaugural year of CIF-SS athletics, EF Academy successfully fielded 8 different sports at the varsity level:

- Fall Season
 - Girls Volleyball
 - Boys and Girls Cross Country
- Winter Season
 - Boys Basketball
 - Girls Basketball
 - Boys Soccer
- Spring Season
 - Boys Volleyball
 - Girls Beach Volleyball
 - Co-Ed Badminton

EF Academy has several on-campus facilities to support these athletic offerings. First, an outstanding gymnasium accommodates volleyball, basketball, and badminton teams. Additionally, EF Academy has an athletic field that accommodates practices for soccer and cross country. Lastly, there is one beach volleyball court on campus. Going forward, EF Academy plans to investigate athletic facility improvements for beach volleyball, tennis, and aquatics.

EF Academy has had a great experience embracing competitive athletics this year. With most of EF Academy's current student population being international students, competitive athletics has been a blessing by contributing to campus culture and uniting our student body. Whether students are participating on athletic teams, or supporting their classmates at games, CIF-SS athletics have quickly become a prominent part of our school's culture and campus life. As EF Academy's enrollment continues to grow, the campus will add non-varsity levels in existing

sports while continuing to expand sport offerings in response to student interest including, but not limited to, girls soccer, tennis, golf, and others.

Since receiving Probationary membership with CIF-SS for 2023-24, EF Academy has been quick to forge relationships with schools throughout Los Angeles County. Pending EF Academy's membership status with CIF-SS being upgraded to Full-Membership for the 2024-25 academic year, EF Academy has been unanimously accepted to join the Prep League for athletics.

After a successful inaugural year of CIF-SS athletics, EF Academy respectfully requests for its membership to be upgraded to Full-Membership for 2024-25.

Please don't hesitate to reach out for additional information. Thanks for your consideration,

Justin Clapp



Athletic Director
justin.clapp@ef.com

EF Academy
1505 E. Howard St.
Pasadena, CA 91104



Probationary School Evaluation Form

School Name Entrepreneur / Fontana
 Principal Spencer Horne
 Athletic Director Chelsea Martinez

Date of Contact	Notes
Visit/Phone <u>emails 4/8, 4/16</u>	<u>introduced myself, set up phone call, Asked about potential league</u>
Visit/Phone <u>phone call 4/9</u>	<u>spoke about 25 getting info, #'s, sports they field, and back story</u>

Enrollment	Current	Next Year
Grade 9	146	150
Grade 10	139	145
Grade 11	145	150
Grade 12	89	95

Sports Fielded: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track/Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

Boys Sports	Number of Participants	Girls Sports	Number of Participants
B BSK	15	G. VB	15
B Soc	20	G. Soc	18
Baseball	15	Softball	14
		Cheer/sideline	15

Facility Updates: In the new building, still completing all fields. Gym will be second phase

Assistant Commissioner Comments: _____

EC Visiting Member Comments: Have a new principal & AD. They had not fielded a boys fall team, but stated they already have the #'s for Cross Country & 8 man football. They played all their games on the road last year. They have secured practice facility and look to host some games next year. -They have grown in student population. They also have 10 kids for E-Sports.

Membership Recommendation: Full Membership Probationary Drop Membership

KAI LYLES
 Executive Committee Member - Area Representative (Please sign and print name)



To the Executive Committee of the CIF Southern Section:

We have had a successful year for athletics at Entrepreneur High School Fontana. Please see below for a list of sports we were able to field, changes to our athletic facilities, and an overview of our school's experience throughout the 2023-2024 school year.

In the fall, our school was able to field a varsity girls volleyball team. Practices were conducted on campus. However, we were unable to host any athletic competitions due to limitations in our on-site facility. Therefore, all five of our scheduled games were played away.

During the winter season, we were able to field a Varsity team for boys basketball, boys soccer, and girls soccer. Practices for these teams were conducted at a City of Fontana facility. Soccer practices took place at Central City Park and Basketball practices took place at Jack Bulik park. All of our scheduled games for winter sports were played away.

During the spring season, we fielded varsity teams for both boys baseball and girls softball. Practices for these teams were conducted at City of Fontana facilities, Veterans Park and Bill Martin Park. Of our scheduled games, four games were played at our home field at Bill Martin park, located less than one mile from our school campus.

Our administration is proud of our progress toward potentially obtaining CIF membership. This is our second year building our athletic program. This year, we introduced our coaches and athletes to the registration process on HomeCampus, we scheduled an average of ten home games for each sport team, and we successfully procured a practice site for all our athletic programs. As we plan for the 2024-2025 school year, we anticipate making some additions to our athletic programs. We plan on adding a Junior Varsity program for boys basketball and boys soccer to cater to the enhanced interest exemplified this year. We also plan on incorporating a coed cross country team and an 8 man football program during the 2024-2025 school year.

If you have any questions about the contents of this letter, please feel free to reach out to our Athletic Director, Mrs. Chelsea Martinez, or our Assistant Principal, Mr. Spencer Horne.

Best regards,
Entrepreneur High School Fontana Athletic Department

Spencer Horne

Mr. Spencer Horne
Assistant Principal
s.horne@realjourney.org

Chelsea Martinez

Mrs. Chelsea Martinez
Athletic Director
c.martinez@realjourney.org



Probationary School Evaluation Form

School Name: Gorman Learning Center (AVRC)

Principal: Gem Williams

Athletic Director: Darla Enos-Lopez

Date of Contact

Notes

Visit/Phone: On 4/29 I completed a site visit with the help of Jeff Williams (former executive council member). I met with Principal Gem Williams and Athletic Director Darla Enos-Lopez.

Enrollment	Current	Next Year
Grade 9	95	325 Projected total for next year
Grade 10	87	
Grade 11	93	
Grade 12	73	

Sports Fielded: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track/Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

Boys Sports	Number of Participants	Girls Sports	Number of Participants
Volleyball	11 athletes (5 managers)	Volleyball	13 athletes (3 managers)
Basketball	12 athletes (4 managers)		

Facility Updates: E-sports gaming room added to the campus with plan to expand in the coming years. The gym just got a new floor and has 3 basketball courts. Stands have been added to the gym. The school is currently working with local companies to create partnerships to aid in bringing facilities like the football/soccer and baseball field back up to standard for competitions. The school has held off on committing to improve the facilities until their lease was approved (which has been done).

Assistant Commissioner Comments: _____

EC Visiting Member Comments: Gem Williams a new principal at Gorman Learning Center and her commitment to providing students with opportunities to compete in athletes on campus and improve the schools culture through athletics. The level of commitment to athletics is obvious through the interactions of Gem Williams and Athletic Director Darla Enos-Lopez. The current location of Gorman Learning Center is located on the former Antelope Valley Christian School. GLC is currently leasing the campus and has extended their lease for the next three years. With the

extension of the lease, the school is looking to expand athletic teams to include golf, track and field, and cross country. The athletic administration has also been in talks with the Heritage league to join their league since many of their games are played with schools in that league. The athletic administration is also planning on hosting tournaments next year in their gym. The school is currently working on securing vans for transportation of students to athletic events.

Membership Recommendation: Full Membership Probationary Drop Membership

I am recommending full membership for Gorman Learning Center passed on the following criteria:

Gorman Learning Center has shown progress in not just more than doubling their enrollment size, but in the number of sports they currently offer. They currently offer Boys Volleyball, Boys Basketball, Girls Volleyball, and Co-Ed E-Sports teams. They have worked hard to improve athletic facilities, including putting a new floor in the gym. They have teams compete in tournaments such as the Lancaster Eagle Volleyball Tournament and fill their schedules with local teams. They are working to field golf (which they have equipment for), cross country, and track and field. The principal is working with the board to secure funding for stipends for new coaches to staff the sports offered and to secure vans to aid in transportation of athletes to athletic contests. Gorman Learning Center has shown progress and is committed to provide athletics to its students as is evident in the steps they have taken to improve the number of teams and facilities. They are currently in talks with the Heritage League to join their league and Athletic Director Darla Enos-Lopez has forged relationships with the other schools in that league. Now that the facilities lease has been extended for the next 3 years, I am confident that GLC will continue to move in a positive and expansive direction.

Gorman Learning Center currently fields one team in the fall (Girls Volleyball), one team in the winter (Boys Basketball), and one team in the spring (Boys Volleyball). They have not been able to fill a male and female sport in each of the fall, winter, and spring seasons. Therefore, I recommend tht they receive a probationary membership to continue the progress they have made over the last 2 years.

Gil Gomez, CIF Executive Board Member, Desert Area Representative

Executive Committee Member - Area Representative (Please sign and print name)

Revised 4/8/2024



GORMAN LEARNING CENTER
ANTELOPE VALLEY



Hi Sharon.

What an exciting year we are having! B/G Cross Country was new to us this year, with a few athletes competing in the Bell-Jeff and Mt. Sac invitationals. We had a great turnout of girls for Varsity and JV Volleyball teams. Varsity did much better this year, winning 8/13 games while JV won 2/4 games. We were also able to compete in the Cal City Varsity tournament. It is apparent that Volleyball is the most popular sport for our school at this time.

For our winter sports, we offered both JV Boys and Girls Basketball, with only 5 girls showing up for try-outs. They became team managers for the boys team, and were a great help. We lost all but one game which was rough, however with most boys returning next year, we are excited for our next season! We have even created a PE class that specializes in conditioning and preparing (physically and mentally) athletes.

In spring we offered Varsity and JV Boys Volleyball. We are currently mid season with Varsity winning 3/5 and JV 1/2 so far. This weekend we competed in a JV tournament at Lancaster High School, with the Varsity tournament coming up shortly.

We offered track and field but had zero interest thus far. I am keeping the sport open hoping that we can gain some momentum by visiting a local invitational in Bakersfield, Kern County.

Moving forward... Possible sports addition: Girls Golf (fall), Boys Golf (spring) We have an interest in adding golf this upcoming year. We have acquired enough complete sets of golf clubs to start practicing, (on what once was our football field). At this time we are waiting to hear back from both Antelope Valley Country Club and Ranch Vista Golf Course to see which course is the better option for us.

Yes, our growth is slow but steady. I would like to explain our unique school. We are a public home-school charter that also provides on campus classes for students to attend. Our actual school, Gorman Learning Center-Antelope Valley is a large TK-12 school but the *physical* GLC-AV campus has roughly 120 high school students currently attending. The campus provides a safe place to learn and socialize in a much smaller school setting. High school students attend Monday/Wednesdays or Tuesday/Thursdays however any students/athletes that compete in CIF Team Sports must attend practices Monday through Thursday. Our GLC athletes and parents are committed to the time and money it takes to establish a team and our new supervisor (Gem Ross) is fully invested into seeing that our CIF program grows and expands.

Our second year playing CIF sports continues to be a great year! Moving forward, we would like to continue playing "Freelance" with full membership as we continue to grow and become more established. Thank you for this last year and the opportunity to participate in CIF sports!

Here is a look at our tentative schedule (at this point) for Girls Varsity and JV Volleyball.

2024-2025 GIRLS VOLLEYBALL SEASON

	DATE	OPPONENT	TIME	LOCATION	DAY	CAL OK
1	Aug 13, 24	AVHS - Edward Campbell	4pm	HOME	Tues	1/8/24
2	Aug 15, 24	Palmdale HS - Greg Slade (V/JV)	4pm	HOME	Thurs	1/16/24
3	Aug 20, 24	Lanc Baptist (V/JV)	4pm	HOME	Tues	3/21/24
4	Aug 22, 24	Palmdale HS - Greg Slade (V/JV)	4pm	AWAY	Thurs	1/16/24
5	Sept 3, 24	Vasquez - Sheldon Sparks (V/JV)	3:30/4:30	AWAY	Tues	1/9/24
6	Sept 5, 24	Vasquez - Sheldon Sparks (V/JV)	3:30/4:30	HOME	Thurs	1/9/24
7	Sept 10, 24	PCA - Nick	5pm	AWAY	Tues	2/28/24
8	Sept 19, 24	Trinity - Rebecca JV ONLY	TBD	HOME	Thur	3/25/24
9	Sept 26, 24	PCA - Nick	4pm	HOME	Thurs	2/28/24
10	Oct 1, 24	Trinity - Rebecca JV ONLY	TBD	AWAY	Tues	3/25/24
11	Oct 8, 24	PCA - Nick	5pm	AWAY	Tues	2/28/24
12	Oct 10, 24	Paralcete - Rick (V/JV)	4/5pm	HOME	Thurs	3/19/24
13	Oct 15, 24	Littlerock - Samantha ???	TBD	TBD	Tues	3/25/24

Darla J Enos Lopez
AVRC Athletic Director/Coach
denos-lopez@gormanlc.org
661-714-4492

Darla J Enos Lopez
 3.25.24



Probationary School Evaluation Form

School Name Legacy Christian Academy

Principal Matt Millett

Athletic Director James Mosley

Visit/Phone April 19, 2023 Initial Visit for probationary status

Visit/Phone April 19, 2024 Probationary Evaluation

Enrollment	Current	Next Year
Grade 9	12	11
Grade 10	11	10
Grade 11	13	13
Grade 12	N/A	14

Sports Fielded: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track/Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

Boys Sports	Number of Participants	Girls Sports	Number of Participants
Cross Country	4	Cross Country	4
Basketball	9	Tennis	4
Track & Field	4	Basketball	N/A
Swim	3	Track and Field	2
Tennis	5	Swim	2

Facility Updates: They have use of Paseo Club for swimming and Tennis. Mayo Fitness and Maters College for basketball

Assistant Commissioner Comments: _____

EC Visiting Member Comments: They have reached out to Heritage to join that league when granted membership. They have the makings for a solid Athletic program, but I feel their number of participating students and the fact that they were not able to field a girls basketball team this year, it would be best to have them complete another year of probation to get their athletic program on more solid ground.

Membership Recommendation: Full Membership **Probationary** Drop Membership

Todd Arrowsmith Todd Arrowsmith
Executive Committee Member - Area Representative (Please sign and print name)



To: Sharon Hodge
From: James Mosley- Athletic Director
Re: Membership Status Evaluation

As a probationary member of the CIF Southern Section during the 23/24 school year, Legacy Christian High School would like to advocate for full membership status for the 24/25 school year. Founded just three years ago, Legacy Christian Academy High School has been steadily growing, shaping the minds of our pioneering student body of 19 boys and 15 girls across 9th to 11th grades. Our journey began with a vision to establish an institution that not only imparts academic excellence but also fosters holistic development, athletic achievement, and a love for learning. The past three years have been a testament to our commitment to this vision. Through incremental growth and dedicated efforts, we have laid a solid foundation, establishing ourselves as a beacon of quality education in our community. Our proof of concept lies in the achievements and enthusiasm of our students, who continue to excel academically, athletically, creatively, and socially. We would like to share our evidence and progress in the athletic program during this academic year.

Fall- Legacy Boys and Girls cross country teams competed in the Heritage league meets (see attached schedule) as a free-lance team. In addition, the team competed in The Masters' University Invitational meet.

Winter- The boys basketball team competed in 12 games including the Damien High School tournament. Unfortunately, due to a lack of numbers, girls' water polo was not feasible at this time (in initial application). A water polo coach was hired and an interest meeting was held. To compensate for the lack of participation in girls' water polo, a girls volleyball clinic was conducted with the intent of fielding a CIF girls' volleyball team for 24/25. We also hired a girls' basketball coach in order to begin skills training and field a girls' basketball team for the 24/25 CIF season.

Spring- Legacy is fielding both boys and girls track and swim teams and is competing as a free-lance team in conjunction with the Heritage League. (see attached schedules). In addition, a tennis team is competing as a free-lance team against local high schools in the Foothill League. Due to an insufficient number of boys and girls to field a full tennis team for each, we combined the team to compete this spring (6 boys and 4 girls).

In conclusion, this year has seen our school's unwavering commitment to providing top-tier CIF sports opportunities for both boys and girls. With a focused approach on equality, we have strived to ensure that every student athlete has the chance to excel and pursue their passion for sports. There are areas for growth and opportunities to expand as our student population grows. By investing in resources, training facilities, and coaching staff, we are not only laying the foundation for success today but also paving the way for future athletic excellence. Our ultimate goal is to shape athletes who understand the value of teamwork, dedication, and fair play. We believe that moving to a full membership status during the 24/25 school year will enable us to ensure a bright and inclusive future for all of our students. We thank you for your consideration.

LEGACY CHRISTIAN ACADEMY HIGH SCHOOL'S

CROSS COUNTRY

2023 - 2024 Meet Schedule

SEPTEMBER 14	4:00 PM	@ Desert Christian Pelona Vista	
SEPTEMBER 23	7:30 PM	@Central Park	The Masters Invitational
SEPTEMBER 26	4:00 PM	@ Central Park	
OCTOBER 5	4:00 PM	@ Desert Christian Pelona Vista	
OCTOBER 12	4:00 PM	@ Vasquez High School	
OCTOBER 26	4:00 PM	@ Central Park	Heritage League Finals



LEGACY CHRISTIAN ACADEMY HIGH SCHOOL'S

SWIM SCHEDULE

2023 - 2024 Meet Schedule

MARCH 26	7:00 PM	@ Santa Clarita Aquatic Center	Heritage League
APRIL 2	7:00 PM	@ Santa Clarita Aquatic Center	Heritage League
APRIL 9	7:00 PM	@ Santa Clarita Aquatic Center	Heritage League
APRIL 16	7:00 PM	@ Santa Clarita Aquatic Center	Heritage League
APRIL 20	11:45 PM	@ Santa Clarita Aquatic Center	League Championship



LEGACY CHRISTIAN ACADEMY HIGH SCHOOL'S

TENNIS SCHEDULE

2023 - 2024 Meet Schedule

FEB. 22	3:00 PM	@ Hart High
FEB. 26	3:00 PM	@ Golden Valley
FEB. 29	7:00 PM	@ Paseo Club
MAR. 11	3:00 PM	@ Castaic High
MAR. 14	3:00 PM	@ Saugus High
MAR 27	3:00 PM	@ Valencia High



LEGACY CHRISTIAN ACADEMY HIGH SCHOOL'S

TRACK SCHEDULE

2023 - 2024 Meet Schedule

FEB. 23	7:00 PM	Santa Clarita, CA	Trevor Habberstad Invite
MAR. 12	3:30 PM	Palmdale, CA	#1 Heritage Meet
MAR. 23	8:00 AM	Santa Monica, CA	Santa Monica Invite
MAR. 26	3:30 PM	Palmdale, CA	#2 Heritage Meet
APRIL 3	3:30 PM	Palmdale, CA	#3 Heritage Meet
APRIL 5	4:00 PM	Pasadena, CA	Tiger Invitational
APRIL 9	3:30 PM	Palmdale, CA	#4 Heritage Meet
APRIL 13	8:00 AM	Santa Clarita, CA	LA County Fr./So. Championship
APRIL 16	3:30 PM	Palmdale, CA	#5 Heritage Meet
APRIL 20	8:00 AM	Ventura, CA	Gordon Steward Fr./So. Classic
APRIL 25	3:30 PM	Lancaster, CA	Heritage League Finals
MAY 4	8:00 AM	Chino Hills, CA	Ayala Last Chance Distance Carnival



LEGACY CHRISTIAN ACADEMY HIGH SCHOOL'S

BOYS BASKETBALL SCHEDULE

2023 - 2024 Schedule

DEC. 26	W	vs. Banning
DEC. 27	W	vs. Fontana
DEC. 28	L	vs. Diamond Ranch
DEC. 29	L	vs. Chino Hills
JAN. 6	L	vs. El Camino Real
JAN. 8	W	vs. Newbury Park Adventist
JAN. 9	W	vs. Desert Christian
JAN. 13	W	vs. Buckley
JAN. 15	L	vs. Eastside
JAN. 20	W	vs. Paraclete
JAN. 25	W	vs. Beacon Hill
JAN. 31	L	vs. Holy Martyrs Armenian





Probationary School Evaluation Form

School Name NOVA ACADEMY

Principal Melissa Mier

Athletic Director Brittany Adame

Date of Contact

Notes

Visit/Phone 4/16/2024 vis Phone

Visit/Phone _____

Enrollment	Current	Next Year
Grade 9	61	60
Grade 10	99	65
Grade 11	80	100
Grade 12	50	80

Sports Fielded: Basketball, Beach Volleyball, Cross Country, Tennis, and Volleyball

Boys Sports	Number of Participants	Girls Sports	Number of Participants
Varsity Cross Country	8	Varsity Cross Country	2
Varsity Basketball	15	Varsity Volleyball	15
Varsity Volleyball	12	Varsity Basketball	15
		Varsity Girls Beach VB	13

Facility Updates: Outdoor Practice Facility has been completed. Photo attached

Assistant Commissioner Comments: _____

EC Visiting Member Comments: Students would like to see soccer added, but the need to rent a practice field is a financial hurdle right now. Head coach staffing has been difficult because the practice time for sports is built into the school day. AD is currently the head coach of 3 sports. If the interest in sports grows then there will be more funding to hire additional coaches. AD is extremely determined. They will continue the current offerings next year.

Membership Recommendation: Full Membership Probationary Drop Membership

Alicia SeEVERS

Executive Committee Member - Area Representative (Please sign and print name)



March 2024

To Whom This May Concern,

NOVA Academy Early College High School had the opportunity to compete in six CIF sports for the 2023-2024 school year. By doing so, the school community, for the first time in its history, could attend games, have spectators, and involve almost a ¼ of its students in athletics. These student-athletes learned valuable life skills such as teamwork, communication, and dedication, all while understanding the importance of maintaining good grades and being role models on campus.

NOVA was able to field six sports this school year. In the fall of 2023, NOVA had a Varsity Boys and a Varsity Girls Cross-County Team with ten student-athletes. Girl's Varsity Volleyball competed with over fifteen student-athletes. In the Winter of 2023-2024, both Boys and Girls Varsity Basketball teams competed with over fifteen student-athletes on each team. Finally, in the Spring of 2024, a Boys Varsity Volleyball team competed with twelve student-athletes, and a Girls Varsity Beach Volleyball Team competed with thirteen student-athletes.

For its facilities, NOVA used its own practice court for volleyball and basketball practices. For games, local indoor facilities were rented close by the school so students could cheer on their peers. For cross-country, NOVA used local Orange County parks and trails to train on. All teams are expected to use the same facilities for the upcoming 2024-2025 school year.

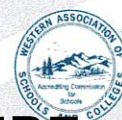
Overall, NOVA's first year with an athletic program was a success. It brought the school closer as a community, increased parent involvement in the school, and fostered positive relationships between student-athletes who would not have known each other otherwise. NOVA wishes to continue its athletic program with the approval of the CIF Executive Committee.

Thank you so much for considering NOVA's athletic program.

Regards,

Melissa Mier
NOVA Head of School

Brittany Adame
NOVA Athletic Director







Probationary School Evaluation Form

School Name The SEED School of Los Angeles

Principal Dr. Jabari Lewis

Athletic Director Mr. Avery Watts

Date of Contact

Notes

Visit/Phone **April 24, 2024** **Conducted a 45-minute phone interview with Mr. Avery Watts.**

Enrollment	Current	Next Year
Grade 9	70	125
Grade 10	65	80
Grade 11		65
Grade 12		

Sports Fielded: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track/Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

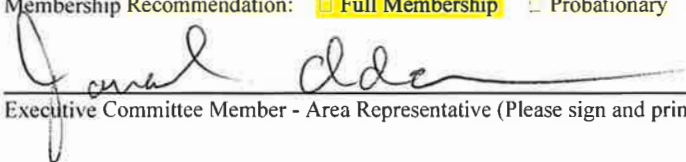
Boys Sports	Number of Participants	Girls Sports	Number of Participants
Basketball	13	Basketball	13
Cross Country	11	Cross County	6
Soccer	15	Soccer	12
Track & Field	5	Track & Field	5
		Flag Football	10
		Volleyball	10

Facility Updates: The school is moving into the permanent facility at 8400 Vermont Ave next week, which will include a full state-of-the-art gym for all indoor sports. They are also working on contracts with LA City Parks to rent facilities for their outdoor sports.

Assistant Commissioner Comments: _____

EC Visiting Member Comments: The school will see a large growth in its incoming student population this upcoming school year. Uniquely positioned as a school with a boarding school option, the administration is very interested in providing a robust athletic experience for its students. I recommend full membership.

Membership Recommendation: Full Membership Probationary Drop Membership


Executive Committee Member - Area Representative (Please sign and print name)



To whom it may concern,

My name is Avery Watts, I am the Athletic Director of The SEED School of Los Angeles County. This past year, we competed in CIF- Southern Section in freelance competition. There were a great deal of lessons learned from this first year, and we plan on making advancements in this upcoming year.

Areas of growth

There was only one sport we did not end up fielding, which was boys volleyball. As the Athletic Director, I had to make a pre-emptive move to postpone a boys volleyball team due to us moving campuses in the middle of the year. Initially, we were told by construction that we would be moving into the building by January and unfortunately, that timeline did not happen. With us not being able to host games because we do not have access to a gym, it put us in a tough position in regards to trying to get a boys volleyball team up and running.

The various systems took some time to get used to, such as transfers through home campus, or creating systems for medical clearance to ensure we have all contact information and medical information that would ensure the safety of my student-athletes. Next year, we plan on streamlining these systems through the home campus system and the arbiter pay system to where we are able to pay referees digitally.

Positive Accomplishments

In our first year, I set a goal of fielding at least six sports for boys and girls and we accomplished this goal. With my school only having freshmen and sophomores, I was not measuring our program's success through the win/ loss column.

We were able to find and retain coaches, play a wide range of competition, and the students had fun while doing so. As the years progress and we stabilize as a new school, not just to CIF, but to Southern California, we will focus more on the athletic achievements. We are looking to move up to Varsity Status next year since we will have three grade levels and each sport will have at least half of the team being made up by upperclassmen.

Evaluation of Sports

Cross Country (B/G)

We had a decently sized cross country team with 17 runners total, 11 boys and 6 girls. We competed in three meets. We did not place very high in the meets at all, but we did have some students who specifically sought after cross country.

Girls Volleyball

We did not have an amazing season in regards to wins and losses. Part of the issue was facilities. Currently, we are being hosted at American Jewish University and not our permanent home for the future. Our permanent home will have a state of the art gym and will be climate controlled. Due to the nature of being in the mountains, there were times where practices were consistently covered in fog which is not the safest nor optimal for volleyball. We however, competed in a tournament, and in at least 10 games total for the season. We mostly played against varsity teams.

Girls Flag Football

We were happy to be part of the inaugural season of girls flag football and my team is excited to return for the upcoming season. We did not win any games in this season either. We did have some competitive games however that we ended up losing due to inexperience or team size. We played in at least 10 games in this season.

Boys Soccer

Boys Soccer only saw the boys get one win. However the boys savored the win and were extremely excited about the rest of the season. The soccer games that we ended up competing in were far in distance, but that seemed to be the story of any freelance team that we played. In terms of playing level, we are definitely suited for division 5, similar age group. Every time we played against varsity teams, the sheer lack of size would make the game difficult for them very early on.

Girls Soccer

Girls Soccer was more difficult to field than boys soccer. Many of the girls at my school did not have very much experience playing sports let alone the sports that we did offer. The team played about four games total at reduced numbers. We have however, seen a rise in girl players in the off season, intrigued about playing soccer for the next year.

Girls Basketball

Girls Basketball played in at least 15 games and only one won. The experience level for our girls was low and it was difficult for them to play against girls who have been playing basketball prior to high school. We found our competitive experience level, which happens to be low division, novice level girls to the sport. With the team being made up of only freshmen and sophomores, there is a lot of opportunity for growth.

Boys Basketball

The boys played in 16 games this past season, and this was by far our most successful team. I think a large part in that success were the players who had experience were able to step up and be leaders, but also the amount of coaches that the team had. This team, had one head coach, and three assistants all of whom were volunteers. This made practices flow easier, and more individual attention could be given to development. This is my new model for moving forward for all of my sports. I plan on hiring more assistant coaches for every single sport to give my head coaches and players more support.

Track and Field

We have not participated in any meets yet, but we have 25 runners, 14 boys, 11 girls who are interested in participating.

Conclusion

To wrap up this letter, we are on an upward trajectory at SEED: LA. Most of the problems that we currently have can be fixed when we move to our permanent campus which is now slated for May. When we move, we will be able to practice for our indoor sports at a more efficient level, and with a turf sport court, we will be able to have convenient practices for our field sports. We are looking at creating partnerships with local parks and the local community college as an extra option for practice and/ or games.

Best,

Avery Watts



Probationary School Evaluation Form

School Name Vista Meridian Global Academy
 Principal Trent Speier (5 years of athletic background)
 Athletic Director Richard Jimenez (10 years of athletic background)

Date of Contact Notes

Visit/Phone Campus visit on Tuesday, April 23 and met with Richard Jimenez AD

Visit/Phone

Enrollment	Current	Next Year
Grade 9	62	100
Grade 10	61	62
Grade 11	63	65
Grade 12		68

Sports Fielded: Badminton, Baseball, Basketball, Beach Volleyball, Cross Country, Field Hockey, Flag Football, Football, Golf, Gymnastics, Lacrosse, Soccer, Softball, STUNT, Swimming/Diving, Tennis, Track/Field, Traditional Competitive Cheer, Volleyball, Water Polo, Wrestling

Boys Sports	Number of Participants	Girls Sports	Number of Participants
V Cross Country / V 8 Man Football	V Cross Country 9 / V 8 Man Football 22	V Cross Country / V Volleyball	V Cross Country 6 / V Volleyball 18
V Basketball / V Soccer	V Basketball 12 / V Soccer 22	V Basketball / V Soccer	V Basketball 8 / V Soccer 21
V Volleyball / V Golf	V Volleyball 9 / V Golf 6	V Softball	V Softball 17

Facility Updates: On campus gym / Centennial Park / Haritage Park / River View GC / Willowick GC

Assistant Commissioner Comments: _____

EC Visiting Member Comments: 120 of 186 students participate in athletics. Will be moving to a larger campus as soon as next year. All but 2 head coaches teach on campus. Members of the Western Athletic Conference. Look to adding STUNT next year. Over 35% of their students qualify as homeless.

Membership Recommendation: Full Membership Probationary Drop Membership

James Perry 
 Executive Committee Member - Area Representative (Please sign and print name)

VISTA MERIDIAN GLOBAL ACADEMY

A Vista Charter Public School

2609 West 5th Street
Santa Ana, CA 92703
T (714) 988-2719 | F (714) 988-2747
www.vistameridian.org



Trent Speier, Principal

To CIF Southern Section Officials,

I am formally requesting our acceptance into the CIF Southern Section for Vista Meridian Global Academy in Santa Ana. We are committed to providing equal opportunities for all our students to excel both in academics and extracurricular activities, including sports. Our school community comprises a diverse student body with varying interests and abilities.

Vista Meridian Global Academy has expanded rapidly in athletics over the past few years. We are currently a ninth through eleventh-grade high school and will add our first graduating class for the 2024-2025 school year. Athletics has been an integral part of the growth of our school. Our current enrollment for high school is 180 students, of which 75% of them participate in athletics. We provide a no-cost participation fee for our athletes to be a part of our program.

We are committed to providing equality when it comes to facilities, equipment, and coaches. Concerning Title IX, we provide equal access and opportunities for all of our students with inclusivity as the focal point of athletics.

Vista Meridian works closely with Santa Ana Recreation to access synthetic turf fields in the sports of soccer, softball, and football to provide all of our teams the best chance at success. We are fortunate to have indoor facilities that can host volleyball and basketball at our home school site.

For the 2023-2024 school year, we have worked diligently to add new sports that the student-athletes have requested. With the assistance of our administration and the dedication of our students, we have been able to add more sports to our program which include, women's basketball, football, and softball.

This year we were able to incorporate tackle football at Vista Meridian. We had a large turnout of players and completed our first of many seasons. We were also able to create a softball team for our program. We have 17 girls who are currently on the team whose only experience with softball has been at Vista Meridian. Women's basketball was also added to our program and we had success with completing our first season. Our focus is on the student-athlete and building our program, so the wins and losses are not the focus at the moment. We feel with the direction we are headed and with each year we gain experience, the league standings will take care of themselves.

We are in the WAC southern section of CIF and have been able to field teams for both our men and women. In the Fall we competed in football, women's volleyball, cross-country, and women's golf. Our teams are built with young players, but have learned so much over the past season.

For winter sports we had full rosters in men's and women's basketball, and for men's and women's soccer. I was so proud of how well they competed in our league of experienced teams, and never let up with their desire or play to become better.

The spring season brought about our first year competing in softball. We had 20 girls come out to participate in softball and have played several games to this point in the year. I expect to be competing for a playoff berth in the years to come. Men's golf is doing well and our first-time players are learning a lot about golf. This is our men's team's first access to playing golf in a team setting, let alone on a golf course. The men's volleyball team has been strong over the years and next year will bring the culmination of their hard work.

In conclusion, I am respectfully requesting for the CIF Southern Section to consider Vista Meridian Global Academy to receive full membership into CIF and all of its benefits for our student-athletes.

Women's Sports - Volleyball, Cross-country, Basketball, Soccer, Cheer, Golf.

Men's Sports - Football, Basketball, Cross-country, Soccer, Golf, Volleyball.

With Gratitude,

Richard Jimenez
Athletic Director