



Meeting of the Executive Committee

May 13, 2025

1:00 p.m.

CIF Southern Section Offices, Los Alamitos, CA

Agenda

<u>1. OPENING BUSINESS</u>	<u>DISPOSITION</u>	<u>ITEM</u>
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A. Call to order by Dr. Paula Hart Rodas, President of the Council

B. Pledge of Allegiance

C. Roll Call

D. Introduction of Guests

E. Adopt Agenda

Action

F. Approval of Minutes

1. Minutes of the March 20, 2025, Executive Committee Meeting

Action

1F1

<u>2. PUBLIC COMMENT</u>

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

<u>3. NON-ACTION ITEMS</u>	<u>DISPOSITION</u>	<u>ITEM</u>
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A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

There are no State Federated Council non-action items.

B. SOUTHERN SECTION NON-ACTION ITEMS

There are no Southern Section Council non-action items.

<u>4. ACTION ITEMS</u>	<u>DISPOSITION</u>	<u>ITEM</u>
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A. STATE FEDERATED COUNCIL ACTION ITEMS

There are no State Federated Council action items.

B. SOUTHERN SECTION ACTION ITEMS

There are no State Federated Council non-action items.

5. NEW BUSINESS

A. Consideration of the Following Schools for Membership for the 2025-2026 School Year

- | | | |
|--|--------|-----|
| 1. Arcadia Christian
Presented by David Parkes | Action | 5A1 |
| 2. Mojave River Academy
Presented by Matt Maeda | Action | 5A2 |
| 3. Phase3 Lab
Presented by Rich Imbriani | Action | 5A3 |
| 4. South Hills Academy
Presented by Mitch Brunyer | Action | 5A4 |

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

- | | | |
|---|--------|-----|
| 1. Aveson Global Leadership Academy
Presented by Mitch Brunyer | Action | 5B1 |
| 2. DNA Prep Academy
Presented by Dr. Alexis Barile | Action | 5B2 |
| 3. Entrepreneur/Fontana
Presented by Kai Lyles | Action | 5B3 |
| 4. First Baptist/Long Beach
Evaluated by Mary Jane Hibbard
Presented by Jim Perry | Action | 5B4 |
| 5. Gorman LC/Antelope Valley
Presented by Gil Gomez | Action | 5B5 |
| 6. Legacy Christian Academy
Presented by Rob Dearborn | Action | 5B6 |
| 7. Orange Cty Classical Academy
Presented by Dr. Paula Hart Rodas | Action | 5B7 |

C. Financial Report Mitch Carty

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 | Dr. Paula Hart Rodas |
| B. Treasurer's Report | Rich Imbriani |
| C. Commissioner's Report | Mike West |
| D. Executive Committee Member Reports | |

9. ADVANCE PLANNING

A. DATES

1. August 7, 2025 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, CA, 1:00 p.m.
2. September 18, 2025 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, CA, 1:00 p.m.
3. September 22, 2025 – Champions for Character Awards Dinner, The Grand Conference Center, Long Beach, CA 6:00 p.m.
4. September 25, 2025 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach, CA, 9:00 a.m.
5. October 6, 2025 – CIF Southern Section Athletic Administrators Symposium, Riverside Convention Center, Riverside, CA 8:00 a.m.
6. October 21, 2025 – CIF Southern Section Hall of Fame/Distinguished Service Awards Luncheon, The Grand Conference Center, Long Beach, CA 11:30 a.m.
7. January 16-18, 2026 – CIF Southern Section Executive Committee Meeting, The Mission Inn, Riverside, CA 9:30 a.m.

B. SUGGESTED AGENDA ITEMS

1. _____
2. _____
3. _____

10. ADJOURNMENT

- A. Time of Adjournment _____



Meeting of the Executive Committee

March 20, 2025

1:00 p.m.

CIF Southern Section Offices, Los Alamitos, CA

Minutes

<u>1. OPENING BUSINESS</u>	<u>DISPOSITION</u>	<u>ITEM</u>
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- A. Call to order by Dr. Paula Hart Rodas, President of the Council

Meeting was called to order at 1:02 p.m.

- B. Pledge of Allegiance

- C. Roll Call

All of the Executive Committee were present with the exception of Rob Dearborn, Suzie Swartz, Kristine Palle.

- D. Introduction of Guests

Assistant Commissioner Thom Simmons introduced new Program Coordinator Alex Lagos to the Committee.

- | | |
|-----------------|---------|
| E. Adopt Agenda | Adopted |
|-----------------|---------|

There was a motion and second to approve agenda as written. Motion carried 18-0-0

- | | |
|------------------------|----------|
| F. Approval of Minutes | Approved |
|------------------------|----------|

There was a motion and second to approve the minutes from January 18, 2025 as written. Motion carried 19-0-0

2. PUBLIC COMMENT

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

There was no one present wishing to speak during Public Comment.

3. NON-ACTION ITEMS

DISPOSITION

ITEM

A. STATE FEDERATED COUNCIL NON-ACTION ITEMS

There are no State Federated Council non-action items.

- | | | |
|--|------------|--------|
| 1. Proposed Revision to Bylaws 3502 & 3519
Host Schools | Non-Action | SS 683 |
|--|------------|--------|

President Paula Hart Rodas asked Commissioner Mike West to review the proposed revision regarding the determination of host schools in the first round of playoffs. This proposal would allow teams that finish in first place in their league to receive a home game in the first round, regardless of rank. This updates the changes made last year, which are included in the competitive equity model, where the higher-ranked team is granted the home game in the first round. At the Athletic Administrators committee meeting, a discussion took place regarding this issue, and concerns were raised that under this provision, higher-ranked teams would be traveling in the first round to a lower-ranked team simply because they were not a league champion. It can be a difficult conversation with parents when explaining why a league champion is traveling in the first round under the current system, but educating them about the system will help with these discussions. Determining host schools by league finish was eliminated with the institution of competitive equity, as divisions no longer have an entire league within a division, necessitating the need to designate hosting based on league finish.

- | | | |
|--|------------|--------|
| 2. Proposed Revision to Bylaw 1203.1 -
Governing Authority of Officials | Non-Action | SS 684 |
|--|------------|--------|

President Paula Hart Rodas reviewed the proposed revision regarding the governing authority of officials. There was a very similar proposal on the January 25, 2022 agenda which sought to remove 1203.1 so that a swim officials group could work independently. This item was not approved at the council meeting on February 1st, 2022 by a vote of 4-76-7. A basketball officials association wants to provide training materials outside the CBOA by forming a Southern Section Officials Association. They provide training throughout the season and training is based on experience. If this bylaw is deleted, it would be for all sports, not just basketball, having widespread implications. A bylaw cannot be suspended for all when one organization is having internal struggles. Officials have the option to go to the other organization, but they would not be able to work Southern Section games. There can only be one umbrella group, and that group can have multiple areas under the umbrella. Accreditation of officials' associations is handled by the State CIF. Southern Section does not approve umbrella groups. Rather than deleting the bylaw, the associations should elect officials that can make a difference and have them work to fix the problems within the association.

4. ACTION ITEMS

DISPOSITION

ITEM

A. STATE FEDERATED COUNCIL ACTION ITEMS

- | | | |
|--------------------------------------|----------|-----------|
| 1. Proposed 2025-26 CIF State Budget | Approved | STATE 673 |
|--------------------------------------|----------|-----------|

President-Elect Alexis Barile reviewed the proposed 2025-26 school year budget for the State CIF. Highlights – 5% staff salary increase to put them at a competitive rate. There was a motion and a second to approve the State Budget. There being no discussion, the motion carried 19-0-0.

4. ACTION ITEMS (Cont.)**DISPOSITION****ITEM****A. STATE FEDERATED COUNCIL ACTION ITEMS (Cont.)**

2. CIF State Executive Committee Nominations Approved STATE 674

President-Elect Alexis Barile reviewed the nominations. There are no Southern Section nominations, so delegates will be sent uninstructed. There was a motion and a second to send delegates uninstructed. After discussion, the motion carried 18-0-0.

3. Proposed Revision to Bylaw 2702 – Approved STATE 675
State Soccer Championship

President-Elect Alexis Barile reviewed the proposed revision to Bylaw 2702. This will align state soccer with state basketball in the same area on the same weekend and extend the season by one week. There was a motion and a second to approve State Soccer Championships. After discussion, the motion carried 19-0-0.

4. Proposed Revision to Bylaw 1900 – Failed STATE 676
Cross Country Division

President-Elect Alexis Barile reviewed the proposed revision to Bylaw 1900. The additional division would allow other sections in the state to compete more readily against the traditionally larger schools in the Southern Section. There was a motion and a second to approve the proposal. This has been amended to start in the 2026-27 school year to allow for sections to adjust. Commissioner Mike West reviewed data collected regarding how this would affect the sections. This proposal would require the addition of a Division 6 but the competition would possibly be more skewed rather than bring more competitive equity to the sport. Cross country has not moved to competitive equity and is still divided by enrollment at Southern Section. There is the feeling that this is good for our middle and small schools as for opportunity. The State Executive Committee is not in favor of this as it allows a section to dominate and repeat that section's championships. The motion failed 3-16-0.

5. Proposed Revision to Bylaw 209.C – Failed STATE 677
Disciplinary Transfer

President-Elect Alexis Barile reviewed the proposed revision to Bylaw 209.C. This proposal will create clarity as to what disciplinary action limits athletic participation. The proposal limits disciplinary transfers to the big five addressed in Ed Code 48915. There was a motion and a second to approve the proposal. The school must acknowledge disciplinary action is pending or action taken. Is it one of the big five? Yes. Must be reported. If not, does not need to be reported. This may be too limiting. The motion failed 8-10-0.

4. ACTION ITEMS (Cont.)	DISPOSITION	ITEM
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A. STATE FEDERATED COUNCIL ACTION ITEMS (Cont.)

- | | | |
|--|----------|-----------|
| 6. Proposed Revision to Bylaw 503.M –
Ejection Policy | Approved | STATE 678 |
|--|----------|-----------|

President-Elect Alexis Barile reviewed the proposed revision to Bylaw 503.M. This allows the section office to assign one to three-game suspensions to coaches who are ejected from contests and three-game suspensions for spectators. There was a motion and a second to approve the proposal. Parent ejections must be documented by the officials, but it would be beneficial to have this in the arsenal for support in removing unruly individuals. This is simply an update to game suspensions, as this is already outlined in the bylaws. This is a significant show of support for our officials. There are concerns regarding parents with multiple kids in multiple sports. The motion carried 18-0-0.

B. SOUTHERN SECTION ACTION ITEMS

- | | | |
|---|----------|--------|
| 1. CIF Southern Section Proposed 2025-26 Budget | Approved | SS 679 |
|---|----------|--------|

President Paula Hart Rodas asked Chief Financial Officer Mitch Carty to review the proposed 2025-26 CIF Southern Section Budget. Mr. Carty had no additional information. There was a motion and a second to approve the budget. Motion carried 18-0-0.

- | | | |
|----------------------------|------------------|--------|
| 2. Officials Fees Proposal | Amended Approved | SS 680 |
|----------------------------|------------------|--------|

President Paula Hart Rodas reviewed the proposed officials' fees agreement for the 2025-2028 fee cycle. Commissioner Mike West explained the process for these items. There was a motion and a second to approve the proposal as written.

- | | | |
|-----------------------------------|----------|----------|
| Officials Fees Proposal Amendment | Approved | SS 680.A |
|-----------------------------------|----------|----------|

President Paula Hart Rodas reviewed the proposed amendment to the officials' fees agreement for the 2025-2028 fee cycle. There was a motion and a second to approve the proposed amendment. Boys' Athletic Director Representative Matt Maeda reviewed the proposal for a soccer game played in a tournament, which is shorter than a regulation game. The proposed fees are higher than those paid this past season. There was a concern that other sports would join the bandwagon; however, several sports already have tournament fees in place. These fees will be approximately the same as those for other sports in three years, preventing them from incurring a full fee for a partial game. Motion carried 18-0-0

Since the vote to approve the amendment to the officials' fees carried, a new motion and second were requested to approve the amended 2025-2028 officials' fees. After additional discussion, the motion carried 18-0-0.

- | | | |
|--|----------|--------|
| 3. Proposed Revision to Bylaw 3520.4 –
Dual Meet Wrestling Division Formulation | Approved | SS 682 |
|--|----------|--------|

President Paula Hart Rodas reviewed the proposed revision to Bylaw 3520.4. This proposal is seeking to formulate yearly using master meet qualifier information. There was a motion and a second to approve the proposal. As there was no discussion, the motion carried 18-0-0.

5. NEW BUSINESS

A. Financial Report

Mitch Carty

Chief Financial Officer Mitch Carty distributed a handout that appears at the end of these minutes, highlighting various items.

1. 2023-2024 CIF Southern Section Audit

Approved

5A1

Chief Financial Officer Mitch Carty reviewed the 2023-24 audit and the results from the Audit Committee Meeting held this morning. Those on the Audit Committee that sit on this body discussed the meeting and presented the audit. The auditors were incredibly impressed with CFO Mitch Carty and the organization is in good financial shape. They gave us the highest form of “opinion” that can be given. There was a motion and a second to accept the 2023-2024 audit. Motion carried 17-0-0.

B. CIF Southern Section 2024-25 Goals Responses

Mike West 5B

Commissioner Mike West presented the responses to the 2024-25 goals, which appear in the original agenda for this meeting.

C. Communications Report

Thom Simmons

Assistant Commissioner Thom Simmons had Communications Coordinator Taylor Martinez join the meeting and make a presentation to the committee regarding our CIF Southern Section This Week. Mr. Simmons took over after the presentation to discuss the changing environment of media and that the numbers on CIF Southern Section This Week are very exciting!!

D. Marketing Report

Jacquelyn Gibson

Director of Marketing and Corporate Partnerships, Jacquelyn Gibson made a presentation starting with kudos to her Marketing Coordinator, Brianna Sutrisna for her hard work in getting all the champions up on our social media within 24 hours of winning AND she got all the individual wrestling results up. Academic Awards winners have been released and even with many reminders, the numbers were down. Every school is allowed a male and female athlete and it would be great if they all nominated them. The last year of most of our ball contracts is the 25-26 school year along with the Ford contract. Ball surveys will be sent to head coaches to obtain information for contract negotiations. The Summit is right around the corner with registration opening on July 1 for the event in October.

The Committee entered closed session at 3:24 p.m.

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 Committee returned from closed session at 3:33 p.m. There was no action taken during the closed session.

8. REPORTS

A. President's Report

Dr. Paula Hart Rodas

Dr. Hart Rodas thanked the CIF Southern Section office team for their hard work and dedication. It is so rewarding to work with such a great group of people. Had the opportunity to go to regional basketball games to present. Thank you, Assistant Commissioner Jerry DeFabiis, for the same experience at the Southern Section level. The CSADA conference is next month, and the State President will be delivering a talk on site/district relationships.

B. Treasurer's Report

Rich Imbriani

Had the pleasure of attending the State Regional basketball game at Ontario Christian and kudos to Small Schools Representative, David Parkes on a job done. It was an amazing experience for everyone involved. The audit has been discussed and approved. We have the best person in Mitch Carty and the job he is doing truly impressed the auditors. The actual treasurers report appears at the end of these minutes. Our newest employee, Program Coordinator, Alex Lagos, is our first employee born in the 21st century!

C. Commissioner's Report

Mike West

A big thank you to all staff for this past winter season. The winter has the most pressure and this incredible staff makes it look seamless. No one knows what goes on behind closed doors. It is a great experience for our constituents. Our Section had great success throughout the State championships. Fire transfers are still being accepted through June 30. There is an update on the transgender issue with the State CIF office being served based upon a civil rights and Title IX violation. As other states experience the same issue, this will remain an ongoing concern. Champions for Character Golf Tournament is June 16 and encourage you to sign up and to have your constituents register.

C. Executive Committee Member Reports

Past President, Jim Perry – Thank you to our office for allowing our district to host four wrestling championship events.

Small Schools Representative, David Parkes – Thank you to Treasurer Rich Imbriani for attending our regional event. Your a letter of thanks that was well received and able to be shared with the staff.

9. ADVANCE PLANNING

A. DATES

1. March 27, 2025 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach, CA 9:00 a.m.
2. May 13, 2025 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, CA, 1:00 p.m.
3. August 7, 2025 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, CA, 1:00 p.m.
4. September 18, 2025 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Office, Los Alamitos, CA, 1:00 p.m.
5. September 25, 2025 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach, CA, 9:00 a.m.

B. SUGGESTED AGENDA ITEMS

There were no items suggested for the next agenda.

10. ADJOURNMENT

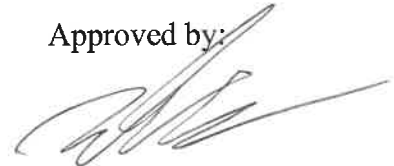
The meeting was adjourned at 3:48 p.m.

Submitted by:



Sharon Hodge
Executive Assistant

Approved by:



Mike West
Commissioner of Athletics



C.I.F. SOUTHERN SECTION

FINANCIAL REPORT

Executive Committee Meeting

March 20, 2025

WINTER PLAYOFFS REVENUE

	ACTUALS	BUDGET	Diff.
Basketball	\$1,198,155.00	\$1,151,000.00	\$47,155.00
Soccer	\$155,860.00	\$91,000.00	\$64,860.00
Wrestling	\$204,714.00	\$159,000.00	\$45,714.00
Cheer	\$58,786.00	\$44,000.00	\$14,786.00
Girls Water Polo	\$24,444.00	\$27,900.00	(\$3,456.00)
TOTALS	\$1,641,959.00	\$1,472,900.00	\$169,059.00 +11.5%

WINTER PLAYOFFS GOFAN EVENTS		TICKETS	
Basketball	588	107,886	Down 12,997 tickets
Soccer	11	13,708	Down 3,192 tickets
Wrestling	40	16,927	Down 77 tickets
Cheer	1	4,754	Down 264 tickets
Girls Water Polo	1	2,102	Up 316 tickets
TOTALS	641	145,377	\$ 58,150.80 CIF-SS Share

WINTER PLAYOFFS OFFICIALS PAID (Arbiter)		
Basketball	1,331	\$ 140,848.00
Soccer	78	\$ 7,984.00
Wrestling	219	\$ 71,594.00
Girls Water Polo	51	\$ 3,489.00
TOTALS	1,679	\$ 223,915.00

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

PREPARED BY:

MITCH CARTY, Chief Financial Officer

C. I. F. SOUTHERN SECTION
Treasurer's Report
Council Meeting
March 20, 2025

I. CIF-SS ANNUAL AUDIT (2023-24):

- A. Windes concluded audit fieldwork and financial statements.
 - 1. Audit Committee meeting was this morning at 9:30 am.
 - 2. Asking today for Executive Committee acceptance of the audit and final financial statements for fiscal 2023-24.
 - 3. With Executive Committee approval, we can file 990 non-profit tax return.

II. CURRENT PROFIT & LOSS (2024-25):

- A. Revenue: \$7,114,338 (includes accounts receivables)
- B. Expenses: \$5,355,289
- C. Net Profit: \$1,759,049

*** **NOTE:** Winter profit splits/expenses not yet distributed and Spring playoffs yet to occur (and spring is the lightest financial season). ***

III. INVESTMENT RESERVES:

- A. Current balance at 3/19/2025: \$3,968,068
- B. Interest & dividend **gain** of \$152,635 in fiscal 2024-25 thus far.

IV. CIF SOUTHERN SECTION FACT:

- A. Did you know?
 - 1. Alexandra Lagos, CIF-SS Program Coordinator hired this past November, is the first CIF Southern Section full-time employee to be born in the 21st century!

Prepared by:
MITCH CARTY, Chief Financial Officer



New Member School Evaluation Form

School Name Arcadia Christian
Principal Edward Limon Yrs. as Principal 7 CIF/Athletic Background? Yes
Athletic Director Jon Rodriguez Yrs. as A.D. 1 CIF/Athletic Background? Yes

Date of Contact

Notes

Visit/Phone Phone on 5-5-25, Phone on 5-2-25, Site Visit on 4-30-24

Enrollment	Current	Next Year	Target
Grade 9	17	21	100
Grade 10	4	16	100
Grade 11	0	6	100
Grade 12	1	2	100

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
	CC (Fall)		CC (Fall) & Golf (Fall)
	Basketball (Winter)		Basketball (Winter)
	Golf (Spring)		Badminton (Spring)
	Track & Field (Spring)		Swim/Dive (Spring)
			Track & Field (Spring)

Current Athletic Competition: None at this time

Facilities: Temple City Immanuel Church Gym (basketball). Other Sports will be accommodated on campus or at local courses, pools, and tracks.

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 a program can bring to the school culture and community. They have a desire to see athletics thrive at Arcadia Christian. They have included a number of sports that individuals can participate in, in order to reduce the need to field an entire team in said sports. Enrollment numbers have improved from 10 in 2024 to 22 in 2025 and they expect to be at 45 students in 25-26. Furthermore, all students at the school are required to participate in each season of sport as terms of their enrollment in order to fulfill PE requirements. School leadership anticipates that becoming CIF eligible will help both increase and maintain sufficient enrollment in order to field the necessary teams.

Membership Recommendation: ☐ Full Membership ☒ Probationary Membership ☐ Do not Recommend Membership

David Parkes

David Parkes

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



CIF Southern Section Application for Membership 2025-26 School Year

ALL INFORMATION MUST BE TYPED

Name of School _____

Street Address _____

City and Zip Code _____

School Telephone _____ Athletic Telephone _____ Fax _____

School Website _____

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

Athletic Administration

Name of Principal _____

Principal's email _____

Name of Athletic Director _____

Athletic Director's email _____

Accreditation

Name and Address of Accrediting Organization _____

Facilities

Sport

Practice Facility

Game Site and Location

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Initial Participation Levels

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

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country			Winter	Basketball		
	Field Hockey				Soccer		
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
Spring	Badminton						
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field						
	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 \$100 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

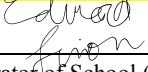
- 1. Complete and signed CIF Membership Application
- 2. Previous October State of California Department of Education affidavit form (CBED’s)
- 3. Vitae of Principal **AND** Athletic Director(s)
- 4. Coaching staff names and qualifications
- 5. Promotional materials of the schools, including its mission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

Name of School

Name of District Board

Date

Date

CIF Southern Section Executive Committee Review and Approval Status

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



Appeal for CIF Membership – Arcadia Christian School
CIF Membership Committee,

I hope this letter finds you well. My name is Jonathan Rodriguez and I serve as the Athletic Director at Arcadia Christian School. I am reaching out to formally appeal for our school's membership with the California Interscholastic Federation.

At Arcadia Christian, we have a diverse student body with various interests, including a passion for athletics. While our student population is smaller than many CIF-affiliated schools, we are strategic in the sports we wish to compete in. The sports selected on our application are ones in which our students are already active participants, whether through private coaching or club programs.

We fully understand our limitations and have carefully chosen sports that require smaller team sizes to ensure we can field competitive teams without straining other schools or compromising CIF's competition standards. Our goal is to align our athletic competitions with our talent level and foster a well-organized, growing program.

Additionally, we have received eligibility clearance from the NCAA for the courses we offer at ACS; see attached document.

Professionally, I bring 18 years of experience coaching high school and junior college athletics. I am deeply familiar with the structure, expectations, and commitment required to build a high-quality, well-rounded program. If granted CIF membership, Arcadia Christian will participate in a manner that reflects positively on all member schools. We sincerely appreciate your consideration and would welcome the opportunity to discuss further how Arcadia Christian can be a valuable addition to CIF. Please let us know if there are any additional steps we need to take in this process. Thank you for your time and support.

Jonathan Rodriguez
Athletic Director
Arcadia Christian School



Private School Affidavit 2024-25

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 Twelve
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/>



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: 5 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: 13
Part-time Teachers: 1
Administrators: 1
Other Staff: 3

Enrollment

Kindergarten: 11
First Grade: 18
Second Grade: 7
Third Grade: 6
Fourth Grade: 9
Fifth Grade: 15
Sixth Grade: 11
Seventh Grade: 9
Eighth Grade: 9
Ninth Grade: 8
Tenth Grade: 5
Eleventh Grade: 0
Twelfth Grade: 1

Total Enrollment Count: 109



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



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: Principal
Name: Edward Limon
Email: elimon@acslions.com

Confirmation

Date & Time Filed: 11/05/2024 11:39 AM
Confirmation Message Sent To: elimon@acslions.com
Page Generated: 03/27/2025 12:51 PM



March 26, 2024

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

Arcadia Christian Sports Coaches 2025/2026

Cross Country – Michelle Lee (B/G) -

Track Field – Michelle Lee (B/G)

Golf – Michael Sandoval (B/G)

Badminton – Michelle Lee (B/G)

Swim/Dive – Ray Rodriguez (B/G)

Basketball – Jonathan Rodriguez (B/G)



New Member School Evaluation Form

School Name Mojave River Academy - Oro Grande

Principal Kari Hemsley Yrs. as Principal 8 CIF/Athletic Background? ☒ Y ☐ N

Athletic Director Peter Snyder (current) Yrs. as A.D. 8 CIF/Athletic Background? ☒ Y ☐ N

Date of Contact

Notes

Visit/Phone April 17, 2025 w/Peter Snyder: Independent Study School

Visit/Phone April 23, 2025 w/Peter Snyder, Kari Hemsley, & Kyla Rivera (Asst Supt)

Enrollment	Current	Next Year	Target
Grade 9	53	55	55
Grade 10	64	65	65
Grade 11	91	90	90
Grade 12	82	85	85

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 and Field		Track and Field	

Current Athletic Competition: Track and Field only

Facilities: Westwind Sports Complex and Riverside Prep

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: New District AD(?) and Head of Athletics; Committed Asst. Supt; Multi-Campus vs New Member; Viable

Membership Recommendation: ☐ Full Membership ☒ Probationary Membership ☐ Do not Recommend Membership

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



CIF Southern Section Application for Membership 2025-26 School Year

ALL INFORMATION MUST BE TYPED

Name of School Mojave River Academy - Oro Grande
12384 Palmdale Rd.
Street Address _____
City and Zip Code Victorville, CA 92392-8506
School Telephone 760-243-5884 Athletic Telephone 760-243-4136 x 209n Fax _____
School Website www.mojaveriver.net

Type of School (Check where applicable)

	Grades 9-12	Grades 10-12	Public	Private	Coed	All Boys	All Girls
Number of Students per Grade (Current Year)	9 th <u>93</u>	10 th <u>116</u>			11 th <u>181</u>	12 th <u>212</u>	

Total Number of Current Year Students 862

Anticipated Future Enrollment 3 Years Hence Same 5 Years Hence Same

New Public High Schools under Construction – Planned Opening Date Not Applicable

Charter Schools Only – Chartering District/Institution Oro Grande School District

Athletic Program Goals and Objectives

The athletic program is committed to fostering excellence in sports by promoting physical fitness, teamwork, discipline, and sportsmanship. Our mission is to provide student-athletes with opportunities to develop their skills, build character, and compete at the highest levels while maintaining academic integrity and personal growth. Through a culture of inclusivity, dedication, and perseverance, we aim to shape well-rounded individuals who embody the values of leadership and resilience both on and off the field.

Athletic Administration

Name of Principal	<u>Kari Hemsley</u>	Principal's email	<u>khemsley@mojaveriver.net</u>
Name of Athletic Director	<u>Peter Snyder</u>	Athletic Director's email	<u>psnyder@orogrande.org</u>

Accreditation

Western Association of Schools and Colleges (WASC)

Name and Address of Accrediting Organization _____

Facilities

Sport

Cross Country

Track and Field

Basketball

Practice Facility

19900 National Trails Hwy Oro Grande 92368

19900 National Trails Hwy Oro Grande 92368

18241 George Blvd Victorville

Game Site and Location

19900 National Trails Hwy Oro Grande CA 92368

19900 National Trails Hwy Oro Grande 92368

19900 National Trails Hwy Oro Grande 92368

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		
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Traditional Competitive Cheer						
	Volleyball						
	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						

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 \$100 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**

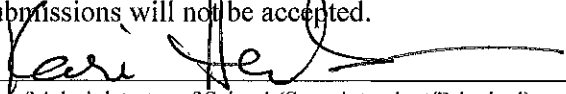
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum,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

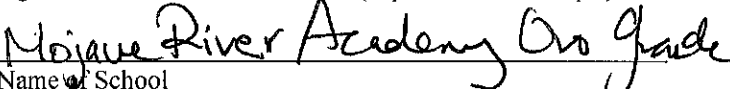
Submit applications and supporting materials as PDF files ONLY, email to Sharon Hodge at sharonh@cifss.org; hard copy submissions will not be accepted.



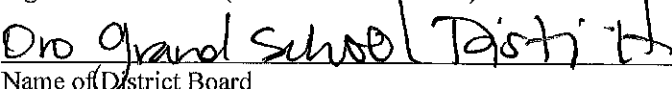
Signature of Administrator of School (Superintendent/Principal)



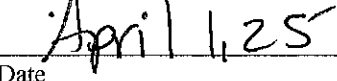
Signature of Officer (Board/Trustee Officer)



Name of School



Name of District Board



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)

Full-Time Equivalent of Classified Staff by School and District Office

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District: Oro Grande

CD Code: 3667827

Report Option

There are 1 or more independently reporting charter schools in the district. Select from the options below to include or exclude the data from these schools.

IRC data: ☒ Include ☐ Exclude

Male Full-Time Equivalent Staff Count

School Name	CDS Code	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
District Office	36678270000000	0.00	0.00	0.00	0.00	9.65	1.75	8.00	2.00	21.40
Mojave River Academy - Gold Canyon	36678270137174	0.00	0.00	0.00	0.00	0.91	0.00	0.14	0.00	1.05
Mojave River Academy - Marble City	36678270137232	0.00	0.00	0.00	0.00	0.28	0.00	0.14	0.00	0.42
Mojave River Academy - National Trails	36678270137182	0.00	0.00	0.00	0.00	0.28	0.00	0.14	0.00	0.42
Mojave River Academy - Oro Grande	36678270137190	0.00	0.00	0.00	0.00	0.30	0.00	0.15	0.00	0.45
Mojave River Academy - Rockview Park	36678270137216	0.00	0.00	0.00	0.00	0.28	0.00	0.14	0.00	0.42
Mojave River Academy - Route 66	36678270137208	0.00	0.00	0.00	0.00	0.30	0.00	0.15	0.00	0.45
Mojave River Academy - Silver Mountain	36678270137224	0.00	0.00	0.00	0.00	0.28	0.00	0.14	0.00	0.42
Oro Grande Elementary	36678276036453	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.10
Riverside Preparatory	36678270113928	0.00	0.00	0.00	0.00	7.95	0.74	4.11	0.00	12.80
District Total	N/A	0.00	0.00	0.00	0.00	20.23	2.49	13.21	2.00	37.93

Female Full-Time Equivalent Staff Count

School Name	CDS Code	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
District Office	36678270000000	0.00	0.00	0.00	0.00	30.10	1.00	11.50	1.00	43.60
Mojave River Academy - Gold Canyon	36678270137174	0.00	0.00	0.00	0.00	2.53	0.00	0.28	0.00	2.81
Mojave River Academy - Marble City	36678270137232	0.00	0.00	0.00	0.00	3.15	0.00	0.28	0.00	3.43
Mojave River Academy - National Trails	36678270137182	0.00	0.00	0.00	0.00	4.87	0.00	2.02	0.00	6.89
District Total	N/A	0.74	0.74	0.00	0.00	99.85	5.85	35.90	2.00	145.08

School Name	CDS Code	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Mojave River Academy - Oro Grande	36678270137190	0.00	0.00	0.00	0.00	4.31	0.63	2.30	0.00	7.24
Mojave River Academy - Rockview Park	36678270137216	0.00	0.00	0.00	0.00	3.15	0.00	0.91	0.00	4.06
Mojave River Academy - Route 66	36678270137208	0.00	0.00	0.00	0.00	5.57	0.00	0.30	0.00	5.87
Mojave River Academy - Silver Mountain	36678270137224	0.00	0.00	0.00	0.00	4.24	0.00	0.91	0.00	5.15
Oro Grande Elementary	36678276036453	0.00	0.00	0.00	0.00	1.70	0.00	0.50	0.00	2.20
Riverside Preparatory	36678270113928	0.74	0.74	0.00	0.00	40.23	4.22	16.90	1.00	63.83
District Total	N/A	0.74	0.74	0.00	0.00	99.85	5.85	35.90	2.00	145.08

Nonbinary Full-Time Equivalent Staff Count

School Name	CDS Code	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
District Office	36678270000000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mojave River Academy - Gold Canyon	36678270137174	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mojave River Academy - Marble City	36678270137232	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mojave River Academy - National Trails	36678270137182	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mojave River Academy - Oro Grande	36678270137190	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mojave River Academy - Rockview Park	36678270137216	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mojave River Academy - Route 66	36678270137208	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mojave River Academy - Silver Mountain	36678270137224	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Oro Grande Elementary	36678276036453	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Riverside Preparatory	36678270113928	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
District Total	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

SIF Completed

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School: Mojave River Academy - Oro Grande

CDS Code: 36678270137190

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	Two or More Races Not Hispanic	Total
Male Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.15	0.00	0.15
Male Office/Clerical Staff	0.00	0.00	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	0.30	0.00	0.00	0.00	0.30

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	Two or More Races Not Hispanic	Total
Female Paraprofessionals	0.00	0.00	0.00	0.00	1.71	0.63	2.15	0.00	4.49
Female Office/Clerical Staff	0.00	0.00	0.00	0.00	2.60	0.00	0.15	0.00	2.75
Female Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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	Two or More Races Not Hispanic	Total
Nonbinary Paraprofessionals	0.00	0.00	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	0.00	0.00
Nonbinary Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section B. Kindergarten Program Type

Kindergarten Program:

Full-day

Transitional Kindergarten Program:

Full-day

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: 08/25/2023

School end date: 06/04/2024

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

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
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	1.0
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

Summary of Qualifications

Six years Site Administrator and Two years Site Coordinator . Responsible for implementing and enforcing State and District policy, procedures, and instructional programs. Managed a staff of up to 13 teachers plus support staff. Responsible for planning and organizing curriculum, instruction, and discipline for up to 400 students. Implemented and supervised online courses and programs. Coordinated school programs and events. Supervise, mentor, and train teachers and support staff. Responsible for creating effective curriculum in accordance to State and Federal mandates with all teachers and grade levels. Assist teachers with performance improvement and professional development. Create and implement enrollment programs while participating in community events to promote school and enrollment. 13 years experience teaching Secondary, Middle, and Elementary grade levels. As Center Administrator created the highest enrollment numbers among our campuses. Promoted an 85% growth rate for our new campus. Facilitate and lead staff meetings to promote effective communication among staff, professional growth and necessary support. Currently serving as Chief Financial Officer for the Inland Leaders Foundation.

Professional Experience***Director- Administrator, Mojave River Academy, CA, 2009 to Present***

Mojave River Academy, Colton CA 2009-2012 Mojave River Academy, Beaumont, CA 2012-Present

- Promote school to community to increase awareness and enrollment
- Meet with all students and families to develop education timeline and plan for success
- Created an 85% growth in enrollment
- Collaborate with teachers, students and parents to provide a personalized educational experience
- Continuously promote staff development to enhance performance and student rapport
- Conduct regular personal interviews/evaluations of staff and implement performance improvement plans
- Maintain day to day operations of campus
- On a regular basis, perform one on one corrective action and conflict resolution among staff
- Enforce Mojave River Academy's policies, procedures and instructional programs
- Articulate district communications and action requirements to staff.
- Extremely high accuracy of meeting attendance, testing, state testing and district assignment deadlines
- Daily classroom observation and provided positive feedback and plans for improvement

Teacher, Mojave River Academy, Colton/Beaumont, CA 2006-present

- Established links with parent community to ensure parents remain informed of student progress
- Developed curricular materials
- Development and implement personalized curriculum to enhance student learning
- Responsible for student Independent Study Program
- Provide educational and post high school guidance to students
- Classroom teaching 4th -6th grade
- Developed a CAHSEE study course that was very successful
- Attended and constructively contributed to staff meetings
- Submit all required documents timely
- Voted Teacher of the Year
- Promoted to Site Coordinator within two years

Professional Experience Concluded

Teacher, Calvary Chapel Christian School, CA 2004-2005

- Physical Education teacher grades K-6th
- Athletic Director for grades 4-6
- Member of regional committee
- Attend all regional meetings and create schedules and programs
- Promoted participation in athletic programs and events
- Head coach for co-ed basketball, softball, and soccer

Student Teacher, Natchez Elementary (Indian Reservation)

- Second grade teacher
- Served on master calendar committee
- Served on interview panel
- Organized extracurricular activities
- Volunteered at community events

Education

- Crafton Hills College 1989-1991
- BS in Education, May 1998
University of Nevada at Las Vegas
Cum Laude
- MA in Education Leadership and Administration, December 2013
Brandman University
- CTEL 2014

Computer Skills

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Google Docs/Spreadsheets
- Online Curriculum/Blackboard
- Mac/PC

Leadership Skills

- | | |
|---------------------------|-------------------|
| ● Articulate communicator | ● Team player |
| ● Problem solver | ● Time management |
| ● Organized | ● Dependable |
| ● Self starter | |
| ● Pro-growth | |
| ● Visionary | |
| ● Effective listener | |
| ● Strategic thinker | |



PERSONAL SUMMARY

Organizational leader and educational administrator offering 15 years of experience as an administrator, athletic director, and teacher within both the middle and high school settings. Exercises honed competencies in development, implementation and execution of performance-enhancing programs and strategies.

Outstanding skills in all stakeholder communication, conflict resolution, and staff management. Known for consistently supporting faculty, staff, and students as an advocate leader.

CONTACT

PHONE:

(541) 905-6953

EMAIL:

Petersnyder.pe@gmail.com

SKILLS

- Relationship Building and Networking
- Student and Parent Relationships
- Staff Management
- Student Achievement
- Multitasking Ability
- Verbal and Written Communication
- Policy Development and Enforcement
- Budget Creation and Management
- Proficient in Google and Microsoft Platforms

PETER F. SNYDER

Administrator, Athletic Management

EDUCATION

Riverside County Office of Education

Clear Administrative Services Credential

May 2022- May 2024

Azusa Pacific University

Preliminary Administrative Services Credential

July 2020- Dec 2021

Concordia University Irvine

Master of Arts- Athletic Administration

July 2017 – Dec 2018

Clear Single Subject Credential- Physical Edu.

Aug 2011 – June 2013

Azusa Pacific University

Prelim. Single Subject Credential- Physical Edu.

Aug 2008 – June 2009

Bachelor of Arts- Physical Education

Aug 2004 – June 2008

WORK EXPERIENCE

Oro Grande School District- District Athletic Director

April 2024 – Current

- Maintain oversight of all athletics programs at both middle and high school levels.
- Manage and oversee intermural programs at elementary school.
- Implement, plan and oversee athletics programs at MRA independent study charter centers.

Riverside Preparatory Middle School- Assistant Principal

January 2022 – March 2024

- Supervised and evaluated physical education, social studies, and 6th grade teachers as well as site proctors.
- Monitored student behavior and enforced discipline policy.
- Developed, coordinated and orchestrated compliance efforts for school site Emergency and Disaster safety plan, drills, and supplies.

Riverside Preparatory Secondary School- Assistant Principal of Athletics

July 2019 – December 2021

- Supervised and evaluated Physical Education teachers, proctors, athletic trainer and athletic coaches
- Monitored student-athlete behaviors and enforced discipline policy.
- Maintained oversight of all athletics programs for both middle and high school levels.

Riverside Preparatory High School- P.E. Teacher, Athletic Director

August 2016- June 2019

- Planned and implemented lesson content compliant with CA's core education standards that supported exercise strategies, sports and safety.
- Provided structured, supportive, inclusive and age-appropriate environments for all students.
- Managed and orchestrated all aspects of a comprehensive interscholastic athletic program at the high school.

Riverside Preparatory Middle School- P.E. Teacher, Athletic Director

July 2015 – August 2016

- Planned and implemented lesson content compliant with CA's core education standards that supported exercise strategies, sports and safety.
- Provided structured, supportive, inclusive and age-appropriate environments for all students.
- Managed and orchestrated all aspects of a comprehensive interscholastic athletic program at the middle school.

Adam Hausken

13520 Third Avenue, Victorville, CA 92395 | (763) 412-8837 | ajhaus12@gmail.com

Education

Graduated May 2018, Dean's List at Concordia University - St. Paul

Clear Single Subject Teaching Credential in Physical Education and Health Science (California)

Academic All-Conference Track and Field Athlete

Bachelor of Science in Exercise Science, Physical Education K-12/Health 5-12 Teaching License (Minnesota)

Interscholastic Coaching Certificate

First Aid/CPR Certified

Work Experience

Hesperia Junior High, Hesperia, CA

January 2022 – June 2022

Physical Education Teacher, Athletic Director, and Track and Field Coach

- Educated and managed students in a physical education classroom setting while planning games, activities, workouts, and tournaments to better their physical health and knowledge of various sports
- Directed, planned, and attended all school athletic events, while keeping inventory on all athletic equipment and physical forms for athletes, and ordering new equipment and awards as needed
- Coached and demonstrated how to sprint, high jump, throw the shot put, and discus in a track and field season, in which our team won the High Desert Athletic League Championship

Mojave River Academy, Victorville/Tehachapi, CA

August 2018 – January 2022

Independent Study Teacher

- Educated students in an appointment style learning environment while assessing them in each class and content area, including logging physical education and testing progress at the end of each semester
- Planned future classes for students and organized personal files, while communicating expectations and progress to parents, students, and other staff members

Summer Strength and Conditioning, North St. Paul High School, MN

June 2018 – August 2019

Speed/Assistant Strength Coach

- Directed and led high school athletes through dynamic warm-up and speed/agility drills
- Supervised and advised athletes on form, safety, and pedagogy in the training program offered

ACES (Athletes Committed to Educating Students), St. Paul, MN

August 2017 - December 2017

Academic Coach

- Educated students from grades K-8 in a classroom setting using math, social-emotional skill building activities, and physical education games to facilitate learning
- Joined the effort to reduce the achievement gap in the Twin Cities and help students succeed and become engaged citizens in safe and equitable communities

Oakdale Discovery Center, Oakdale, MN

June 2017 – August 2017

Camp Counselor

- Prepared and created physical education lessons and various crafts for camps throughout the week for elementary school aged children
- Provided opportunities for kids to be active and have fun while being safely supervised by myself and the other staff members

Roseville Parks and Recreation, Roseville, MN

June 2016 – August 2016

Coach and Site Lead

- Led physical education activities and drills according to the soccer, baseball, basketball, and track curriculums provided
- Informed parents about cancellations and modifications to the summer program schedule due to weather, emergencies, etc.

Concordia St. Paul – Physical Therapy Program, St. Paul, MN

July 2015 – May 2016

Office Assistant

- Completed physical therapy tasks for supervisors and professors of the program in an office setting
- Answered questions and provided help for prospective graduate students when supervisor wasn't present

Coach T Football Camp, Mahtomedi, MN

June 2013 – August 2013

Assistant Coach

- Coached kids' fundamentals in football including catching, blocking, and running through an elementary school physical education curriculum
- Worked with a diverse group of children ranging in ages 7 – 12, making modifications to lesson plans for students with disabilities or special needs.

Volunteer Experience

Student Teacher, Woodbury, MN

January 2018 – April 2018

East Ridge High School, Valley Crossing Elementary School

- Taught full size classrooms of 30 or more students at the high and elementary school levels in physical education and health
- Managed classroom behavior while keeping students engaged by building relationships with them through purposeful activity and lecture

SAAC (Student Athletic Advisory Committee), St. Paul, MN

September 2015 – May 2017

- Active member of this Concordia University club for student athletes from sophomore to senior years
- Volunteered and helped at various events that this organization arranged

Concordia University – St. Paul Homeschool Program, St. Paul, MN

September 2016 – December 2016

- Instructed a diverse population of kids from elementary to middle school ages on how to play various sports, and how they can use physical education to affect their lives positively
- Helped kids socially interact in an environment that they are not accustomed to by guiding them through physical activity and fair play with their peers

St. Johns Hospital, Maplewood, MN

April 2015 – August 2015

- Assisted supervisors with paperwork while receiving valuable advice and physical therapy experience from licensed and seasoned physical therapists
- Observed and assisted with rehabilitation exercises for elderly patients and saw them improve immensely over time

Jeremiah Program, Saint Paul, MN

October 2015 – November 2015

- Interacted with preschool and kindergarten age kids of single mothers in the community throughout the day, including planning and guiding them through physical education activities
- Oversaw physical activity of children in groups and maintained order while still keeping a fun environment

VISION

“Educating All students to be successful adults.”

VALUES

We create schools where ALL students;

- **BELONG** - Our schools are safe and welcoming for ALL students. We connect with each student and care about them as a person first.
- **THRIVE** - We ensure quality instruction in essential skills. We support the social-emotional and physical wellness needs of our students.
- **SUCCEED** - We teach our students to have hope - to develop goals, see a way to achieve them and overcome any obstacles - so they can be successful in school and life.

We will always;

- **ADVOCATE** - We teach all students effectively and enthusiastically. We believe in each student and refuse to let them stay in failure.
- **BELIEVE** - We believe all students deserve equity in opportunities to be successful. We believe and demonstrate that all students will be successful based upon the inherent value of each student and the capability of each staff member.
- **CARE** - We work to provide for the individual needs of all students. We express to all students that we care about them, and will act on their behalf.

NORMS

PREPARATION

- Collaborative planning with clear roles & outcomes. Manage distractions.

PARTICIPATION

- Be engaged. Listen for understanding, ask questions to clarify what you hear.
- Speak with purpose, seek conflicting ideas, share your expertise. Fist to five.

PASSION

- Believe in our vision & values and be willing to engage to keep our decisions aligned.

RESULTS

- Own your five, own outcomes, own decisions. Clarify next steps, follow through and follow up.

RELATIONSHIPS

- Trust, respect and value others. Celebrate success and celebrate each other.

MOTTO

“WHATEVER IT TAKES for student success.”

METRICS

GOAL Statements	VALUE	District Priority
100% of our students will progress at least 1 grade level in reading each year.	<i>Thrive, Succeed, Advocate & Believe</i>	<i>Reading</i>
100% of our students will agree with the statement, "I feel physically safe at my school."	<i>Belong, Thrive & Care</i>	<i>Safety</i>
100% of our students will agree with the statement, "I feel mentally and emotionally safe at my school."		
100% of our students will agree with the statement, "The adults at my school care about me as a person."	<i>Belong, Advocate & Care</i>	<i>Connectedness</i>

CORRELATES of EFFECTIVE SCHOOLS

Correlate	Description
Instructional Leadership	In the effective school, the principal acts as an instructional leader and effectively and persistently communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.
Clear and Focused Mission	In the effective school, there is a clearly articulated mission of the school through which the staff shares an understanding of and a commitment to the school's goals, priorities, assessment procedures, and accountability. The staff in the effective school accepts responsibility for the students' learning of the essential curricular goals.
Safe and Orderly Environment	In the effective school, there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.
Climate of High Expectations	In the effective school, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that mastery.
Frequent Monitoring of Student Progress	In the effective school, pupil progress over the essential objectives are measured frequently, monitored frequently and the results of those assessments are used to improve the individual student behaviors and performances as well as to improve the curriculum as a whole.
Positive Home-School Relations	In the effective school, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission.
Opportunity to Learn and Student Time on Task	In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential curriculum areas. For a high percentage of this time, students are actively engaged in whole class or large group, teacher directed, planned learning activities.

STANDARD & A-G GRADUATION

STANDARD GRADUATION (210 Credits)

9th Grade

- **English I**
 - Fall & Spring
 - 10 Credits
- **Integrated Math I**
 - Fall & Spring
 - Algebra Req.
 - 10 Credits
- **Fine Art or Foreign Lang.**
 - Fall & Spring
 - 10 Credits
- **Biology**
 - Fall & Spring
 - Life Science Req.
 - 10 Credits
- **PE 9**
 - Fall & Spring
 - 10 Credits
- **High School Elective**
 - Fall & Spring
 - 10 Credits

Total: 60 Credits

10th Grade

- **English II**
 - Fall & Spring
 - 10 Credits
- **Integrated Math II**
 - Fall & Spring
 - 10 Credits
- **World History**
 - Fall & Spring
 - 10 Credits
- **Environmental Science**
 - Fall & Spring
 - Physical Science Req.
 - 10 Credits
- **PE 10**
 - Fall & Spring
 - 10 Credits
- **High School Elective**
 - Fall & Spring
 - 10 Credits

Total: 60 Credits

11th Grade

- **English III**
 - Fall & Spring
 - 10 Credits
- **Integrated Math III**
 - Fall & Spring
 - Recommended
 - 10 Credits
- **US History**
 - Fall & Spring
 - 10 Credits
- **High School Elective (1)**
 - Fall & Spring
 - 10 Credits
- **High School Elective (2)**
 - Fall & Spring
 - 10 Credits
- **High School Elective (3)**
 - Fall & Spring
 - 10 Credits

Total: 60 Credits

12th Grade

- **English IV**
 - Fall & Spring
 - 10 Credits
- **Gov. & Economics**
 - Fall & Spring
 - 10 Credits
 - (5 Credits Each)
- **High School Elective (1)**
 - Fall & Spring
 - 10 Credits
- **High School Elective (2)**
 - Fall & Spring
 - Recommended
- *Concurrent or Dual-Enrollment Recommended*

Total: 30 Credits
(40 Recommended/Optional)

A-G GRADUATION (210 Credits)

9th Grade

- **English I**
 - Fall & Spring
 - 10 Credits
- **Integrated Math I**
 - Fall & Spring
 - Algebra Req.
 - 10 Credits
- **Foreign Language I**
 - Fall & Spring
 - 10 Credits
- **Biology**
 - Fall & Spring
 - Life Science Req.
 - 10 Credits
- **Fine Art**
 - Fall & Spring
 - 10 Credits
- **PE 9**
 - Fall & Spring
 - 10 Credits

Total: 60 Credits

10th Grade

- **English II**
 - Fall & Spring
 - 10 Credits
- **Integrated Math II**
 - Fall & Spring
 - 10 Credits
- **Foreign Lang. II**
 - Fall & Spring
 - 10 Credits
- **Environmental Science**
 - Fall & Spring
 - Physical Science Req.
 - 10 Credits
- **World History**
 - Fall & Spring
 - 10 Credits
- **PE 10**
 - Fall & Spring
 - 10 Credits

Total: 60 Credits

11th Grade

- **English III**
 - Fall & Spring
 - 10 Credits
- **Integrated Math III**
 - Fall & Spring
 - 10 Credits
- **Foreign Lang. III***
 - Fall & Spring
 - Recommended
 - 10 Credits
- **Physics***
 - Fall & Spring
 - Recommended
 - 10 Credits
- **US History**
 - Fall & Spring
 - 10 Credits
- **A-G Elective**
 - Fall & Spring
 - 10 Credits

Total: 60 Credits

12th Grade

- **English IV**
 - Fall & Spring
 - 10 Credits
- **Gov. & Economics**
 - Fall & Spring
 - 10 Credits
 - (5 Credits Each)
- **A-G Elective (1)**
 - Fall & Spring
 - 10 Credits
- **A-G Elective (2)***
 - Fall & Spring
 - Recommended
- *Concurrent or Dual-Enrollment Recommended*

Total: 30 Credits
(40 Recommended/Optional)



To meet minimum A-G admission requirements, students must complete 15 yearlong high school courses with a letter grade of C or better, at least 11 of them prior to their last year of high school. With the exception of math and language other than English, all subject requirements must be met in 9th through 12th grade.

At Mojave River Academy your success is important. Students who attend Mojave River Academy shared they, “liked how the work is layed out for the students,” and another stated that he appreciated “the one on one time with the teacher because it helps me learn more of the material and keeps me focused.”



Another student stated he likes, “being able to ask the teacher questions over the phone or in an email when I am home doing the work.”



Mojave River

ACADEMY

www.mojaveriver.net

*Where your teacher
is your advocate,
not your obstacle!*

TK-12 Independent Study School

Credit Recovery

California High School Diploma

Personalized Instruction

Career and College Guidance

WASC Accredited

Credentialed Teachers

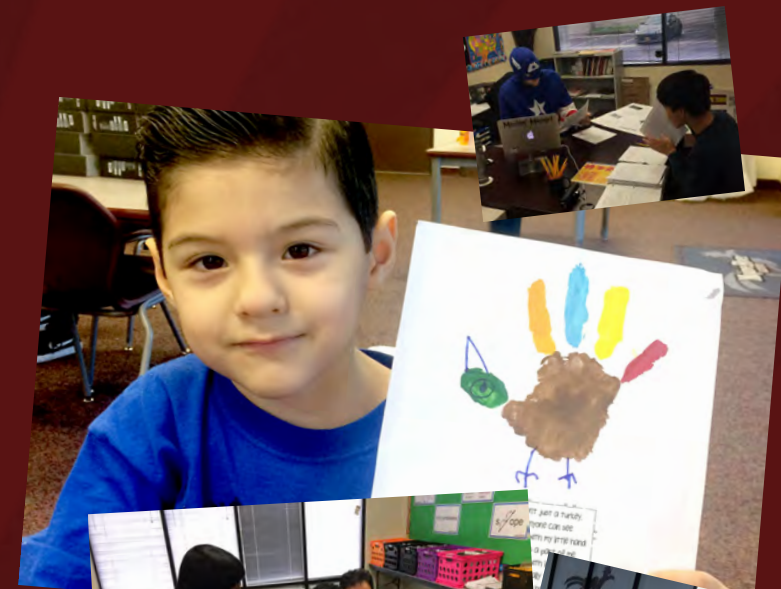
210 Credits Requirement

Math Support

Homeschool Support

Tutoring available for all students.

*Internet available at each site
for student use.*



*Let us help you
reach your goals*



*Spaces are limited,
enroll now!*

5A2

Do you want a more personalized curriculum for your student? Would your student benefit from one-on-one instruction time with a credentialed teacher?

Are you homeschooling and want support from a school district and credentialed teacher to help your student reach their educational benchmarks?

Maybe your student has fallen behind in credits and wants to get back on track or they are looking into going to college sooner than a traditional graduation path would allow?



Whatever your reasons, we can help you meet your educational goals.

With multiple locations to better serve you, Mojave River Academy is here to help you succeed.

Adelanto
(760) 694-2807

Bakersfield
(661) 816-0830

Barstow
(760) 954-0399

Beaumont
(951) 712-6105

Colton
(909) 721-7392

Desert Hot Springs
(760) 262-7047

Fontana
(909) 491-0134

Hesperia
(760) 987-7438

Oro Grande
(760) 694-2807

Palm Springs
(760) 524-1130

Phelan
(760) 215-8053

Tehachapi
(661) 510-9198

Victorville
(760) 987-9532

West Victorville
(760) 221-0559

FREE PUBLIC CHARTER SCHOOL



Mojave River

ACADEMY

TK-12

www.mojaveriver.net



New Member School Evaluation Form

School Name PHASE 3 LAB SCHOOL
Principal VANESSA STEWART Yrs. as Principal 14 CIF/Athletic Background? Y ☒ N
Athletic Director SAMANTHA MOSHER Yrs. as A.D. 3 CIF/Athletic Background? Y ☒ N
Date of Contact THURSDAY APRIL 17th Notes
Visit/Phone WEDNESDAY APRIL 23rd met w/ 2 ADMIN. 4 COACHES

Enrollment	Current	Next Year	Target
Grade 9	4	4	8
Grade 10	0	5	10
Grade 11	0	4	10
Grade 12	0	4	5

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
WRESTLING	Cross Country	WRESTLING	Cross Country
	BADMINTON		BADMINTON
	TRACK		TRACK

Current Athletic Competition: MS WRESTLING
Facilities: GYM ON SCHOOL 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: PHASE 3 LAB SCHOOL HAS A PLAN FOR EACH SPORT. THERE
ATTENDANCE WILL GROW IF THEY ARE GIVEN CIF SANCTION

Membership Recommendation: Full Membership ☒ Probationary Membership ☐ Do not Recommend Membership ☐

Richard A. Imbriani RICHARD A. IMBRIANI
Executive Committee Member - Area Representative (Please sign and print name)



CIF Southern Section Application for Membership 2025-26 School Year

ALL INFORMATION MUST BE TYPED

Name of School Phase3 Lab School
Street Address 1 East Olive Avenue
City and Zip Code Redlands, CA 92373
School Telephone 833-474-2733 Athletic Telephone 833-474-2733 Fax 833-474-2733
School Website www.phase3.school

Type of School (Check where applicable)

☒ Grades 9-12 ☐ Grades 10-12 ☐ Public ☒ Private ☒ Coed ☐ All Boys ☐ All Girls
Number of Students per Grade (Current Year) 9th 4 10th 0 11th 0 12th 0
Total Number of Current Year Students 4
Anticipated Future Enrollment 3 Years Hence 75 5 Years Hence 200

New Public High Schools under Construction – Planned Opening Date _____

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

Our Athletic Programs are a tool to develop complete human beings that are kind, joyful, razor sharp and tough as nails. Athletics help to develop, qualities such as psychological flexibility, that no other approaches can.

Athletic Administration

Name of Principal Vanessa Stewart Principal's email headofschool@phase3.school
Name of Athletic Director Sam Mosher Athletic Director's email sam@phase3.school

Accreditation

Accrediting Commission for Schools WASC, 33 Airport Boulevard, Suite 200 Burlingame, CA 94010-2009

Name and Address of Accrediting Organization _____

Facilities

Sport

Cross Country

Wrestling

Badminton

Practice Facility

Local streets and park trails

Weeks Hall, onsite practice facility

Weeks Hall, onsite practice facility

Game Site and Location

Cross Country Meets

Wrestling tournaments as scheduled

Badminton tournaments as scheduled

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, JV, V	F-S, JV, V	Winter	Basketball		
	Field Hockey				Soccer		
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf				Wrestling	F-S, JV, V	F-S, JV, V
	Tennis						
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
Spring	Badminton	JV, V	JV, V				
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis						
	Track/Field						
	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 \$100 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.

Vanessa Stewart

Digitally signed by Vanessa Stewart
Date: 2025.01.21 17:58:09 -08'00'

Signature of Administrator of School (Superintendent/Principal)

Phase3 Lab School

Name of School

January 21, 2025

Date

Carlos Balarezo

Digitally signed by Carlos Balarezo
Date: 2025.01.21 17:59:11 -08'00'

Signature of Officer (Board/Trustee Officer)

Phase3 Lab School Board of Directors

Name of District Board

January 21, 2025

Date

CIF Southern Section Executive Committee Review and Approval Status

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

Private School Affidavit 2024-25

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: Phase3 Lab School

CDS Code: 36678436156053

County: San Bernardino

District: Redlands Unified

Type of School: Coeducational

School Accommodations: Day Only

School Provides Special Education: No

Low Grade: Kindergarten

High Grade: Grade Nine

High School Diploma Offered: No

Classification of School: Non-Religious

School Address

Physical Address: 1 East Olive Avenue, Redlands, CA 92373

Mailing Address: 1 East Olive Avenue, Redlands, CA 92373

School Contact Information

Phone: (833) 474-2733

Fax: No Data

Primary Email: public@phase3.school

Website: www.phase3.school

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: 15 years

Number of Twelfth Grade Graduates for Previous School Year: 0

Full-time Teachers: 13

Part-time Teachers: 4

Administrators: 3

Other Staff: 0

Enrollment

Kindergarten: 16

First Grade: 4

Second Grade: 2

Third Grade: 9

Fourth Grade: 2

Fifth Grade: 2

Sixth Grade: 2

Seventh Grade: 2

Eighth Grade: 3

Ninth Grade: 4

Tenth Grade: 0

Eleventh Grade: 0

Twelfth Grade: 0

Total Enrollment Count: 46

Administrative Staff

Administrator

Title: Head of School

Name: Ms. Vanessa Stewart

Email: public@phase3.school

Phone: (833) 474-2733

Address: 1 E Olive Ave, Riverside, CA 92373

Director

Title: Head of School

Name: Ms. Vanessa Stewart

Email: public@phase3.school

Phone: (833) 474-2733

Address: 1 E Olive Ave, Redlands, CA 92373

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: Ms. Vanessa Stewart

Address: 1 E Olive Ave, Redlands, CA 92373

Phone: (833) 474-2733

Email: public@phase3.school

Records Location: 1 E Olive Ave, Redlands, CA 92373

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

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: Head of School

Name: Vanessa Stewart

Email: public@phase3.school

Confirmation

Date & Time Filed: 11/19/2024 10:21 AM

Confirmation Message Sent To: public@phase3.school

Page Generated: 01/21/2025 04:05 PM

Vanessa Stewart

5225 Canyon Crest Drive 71-186, CA 92507
714-588-9104 | headofschool@phase3.school

OBJECTIVE

An administrative position in a top-tier Montessori school that seeks high-level administrative experience, a strong teaching background, broad exposure to wide-ranging educational needs, and the ability to interact with parents in a mature and caring manner.

SUMMARY OF QUALIFICATIONS

Head of School with over one decade of experience in the administration and nurturing of advanced private schools including the largest Montessori school in one of the nation's biggest private Montessori school systems.

As a teacher for more than twenty-five years, I have taught in schools where the children were well-adjusted and eager to learn, and I have taught in schools where the children had been excluded from the public school system due to behavior and learning difficulties.

I hold a Masters Degree in Special Education Needs.

EDUCATION

Center for Guided Montessori Studies

May, 2021

<http://www.guidedstudies.com>

Montessori Elementary I - II Teacher Credential

Godly Play Foundation

Tennessee, USA

Core Clinical Godly Play Training

March, 2016

Core Godly Play Training

March, 2015

University of Exeter, Graduate School of Education

Exeter, United Kingdom

Master of Education, Special Education Needs

2008

Dissertation title: "*Initial Teacher Training and Special Education Needs; An Evaluation of a SEN Personalized Learning Task Undertaken by Primary PGCE Trainees*"

Program emphasis was on the theory and practice of special education needs within both special and mainstream education settings. Various aspects of the program focused on the

development and ongoing implementation of inclusive learning environments, coordination of care for exceptional learners, and hands-on experience through placement in UK schools.

International House

London, United Kingdom

R.S.A. CTEFL (English as a Second Language Certification)

1993

University of Greenwich

London, United Kingdom

Bachelor of Education – Primary Education

1991

EXPERIENCE

Phase3 Lab School

Redlands, CA

Head of School

current since 2017

Montessori in Redlands

Redlands, CA

Assistant Head/Elementary Coordinator

July 2016 -2017

LePort Schools, Fountain Valley Campus

Fountain Valley, CA

Head of School

2011– 2016

Employed in 2011 to lead the transition of a newly purchased school, from a traditional curriculum to a Montessori program.

- o Coordinated construction and furnishing of new Montessori classrooms
- o Recruited and trained teaching and administrative staff
- o Navigated parent relationships during a challenging period of transition
- o Worked with staff to help them transition from traditional to Montessori

Directed all areas of Infant, Toddler, Primary and Elementary Montessori Curriculum

Instituted regular teacher support meetings. Mentored and supported new teachers, and provided classroom assistance when necessary.

Created Parent Informational and Educational Events including, Coffee Chat, Parent Information Evenings, as well as Community events such as a Toddler Garden built by parents and a Toddler Lending Library.

Coordinated and led school move to a new expanded campus in 2014

- o Oversaw construction , remodeling and equipping of new Montessori classrooms
- o Held regular meetings with parents to address worries about relocation
- o Interviewed and hired teachers to fill new positions

Regularly met with parents to address academic and or behavioral concerns.

Opened two language immersion (Mandarin) Toddler classrooms.

Managed daily operations: Duties included ensuring DSS compliance, hiring and onboarding of staff, writing staff performance reviews, assisting teachers with class budgets, reviewing teacher and assistant teachers' planning and progress reports. I also created training programs for assistant teachers and maintained teacher scheduling.

Led student services team: Duties included weekly meetings with this team, assisting teachers in preparation for school district assessment meetings, ensuring educational plans were created and implemented. Supporting teachers, student services team and parents to align in meeting children's needs within the classroom. Supporting children with behavioral needs. Coordinating 'social lessons' program for small groups and whole class throughout the Elementary program.

Nurtured positive culture within assistant teacher team, developed more collaborative work ethic. Identified skilled team members within this group to lead in holiday care days, creation of school Yearbook, regular communication between after school programs and teachers etc.

Developed playtime program based on *playworks.org*. Improved playtime culture, reduced bullying and increased mindfulness and accountability of staff.

Newhall Support Center (PRU)

Derbyshire, United Kingdom

Core Skills Teacher / Assistant Head (Grades 7-9: Excluded Students)

2009-2011

Planned and taught Core skill subjects (Mathematics and English) to small groups of pupils. Additional classes included, Citizenship, P.E. and Drama.

Worked in close liaison with assistant teachers to ensure student behaviour was managed effectively.

Held regular meetings with parents to discuss students' progress.

Accompanied pupils on educational and recreational trips. Coordinated P.E. activities and attended meetings regarding future education of pupils.

Edinburgh School of English

Edinburgh, United Kingdom

EFL Teacher (English as a Foreign Language. 15 years to adult)

Summer 2007-2008

Planned, taught and assessed EFL lessons to small groups of international adult learners. Taught one-to-one lessons in preparation for Cambridge First Certificate English Qualification.

Breadsall Church of England School

Derbyshire, United Kingdom

Class Teacher (Grade K)

2004-2009

Planned, taught and assessed National Curriculum to Grade K class. Prepared K for SATs testing, ran school council and organized fund raising activities. Helped to plan and implement new lunchtime behavior code.

Teaching Positions Prior to 2006

Derbyshire, United Kingdom

Teaching experience (Details provided upon request):

1991--2004

Elementary Teaching positions in U.K. (Grades 2-6)

Adult EFL (English as a Foreign Language) in Spain, Denmark, Poland, and England.

EFL/Teens at Risk Teacher: Designed and taught ESL classes for low-income families.

Academic tutor in teens at risk after school club. (U.S.)

Samantha Mosher

Athletic Director

EXPERIENCE

Phase 3 Lab School, Redlands CA- Director of Development

October 2024- Present

Recruitment for Prospective Staff, Volunteers, and Students;
Remote Work, Consulting, and Project Management

Zero Point Athletics, Calimesa CA — Manager

July 2021- Present

Scheduling, Payroll, Workout Programming, Equipment and Facility Maintenance, Social Media Management, Organize Events, Public Outreach, Coach Hybrid, Crossfit, Yoga, and Barbell Workout Classes

Highland Academy Charter School, Beaumont, CA— Office Manager/Athletics Coach

August 2013 - November 2024

Office Operations including but not limited to: Public Communications, Assisting Administration, Maintaining student records, Health Office Duties, HR, Supply Purchasing, Processing New Student Data and Applications, Cross country Coach (5yrs)

Strength and Conditioning Elective course instructor

Elementary PE Substitute

Redlands Community Hospital, Redlands, CA—ER Admitting Clerk

2011 - 2013

Project Management, Collecting and Documenting Patient Information Accurately, Maintain Patient Confidentiality in Accordance with HIPAA Standards

The Wildlands Conservancy, Oak Glen, CA- Naturalist

2008-2013

SKILLS

Time Management

Communication

Multi-Tasking

Customer Service

Leadership

Attention To Detail

Project Planning

Social Media Management

Youth athletics coaching and supervision

Team finance management

OBJECTIVE

To find opportunities for professional advancement in a fast paced environment while providing essential support and service to my community.

Naturalist

Weekend Ranger

Summer Interpretive Programs and Night Walks

CERTIFICATIONS AND LICENSES

Mandated Reporter Training, General and School Site

Crossfit L1 Coach

CPR And First AID Certifications

Non Violent Crisis Intervention Training

Level 1 Crossfit coaching course

Level 1 USAW weightlifting coaching course

Yoga Teacher Certification course

Personal Coaching Certificate

Safe Sport Certification

Level 1 Club soccer coach and Team Manager certification

Cross Country Coach Qualifications

Samantha Mosher

Coaching Experience:

- 15+ years of coaching experience (youth and adults)
- Extra curricular instructor (Art and athletic conditioning)
- 11 years administration in Public charter school
- Youth cross country (5years)
- Youth soccer (3 years)
- Club soccer (3 years)
- Athletic conditioning (1 year)
- Cross training (4 years)
- HITT training (1YR)
- Mecon (1YR)
- Hybrid (1YR)
- Yoga (4years)
- Olympic weightlifting (3years)
- Strength conditioning (5years)
- Elementary PE

Certifications:

- Personal coaching certification
- USAW L1 Coach
- L1 CrossFit
- Yoga
- Safe sport
- Cal South Level 1 club soccer coach and team manager training
- CPR AED and First Aid
- Epilepsy/Seizure, type 1 Diabetic , and Epi pen response training

Wrestling Coach Qualifications

Freddie Garcia

Competitive Experience

- Ranked No. 1 in California as High School wrestler
- Greco Roman California State Champion
- College wrestling scholarship

Coaching Experience:

- 10+ years of coaching experience (youth and adults)
- High School Wrestling Coach (8 years)
- College Wrestling Coach (2 years)
- Youth Club Wrestling Coach (10 years)
- Intensive Wrestling Camp Counselor and Director (4 years)

Certifications:

- USA Wrestling Coach
- Safe sport
- CPR AED and First Aid

Badminton Coach Qualifications

Kenneth McKee

Coaching Experience:

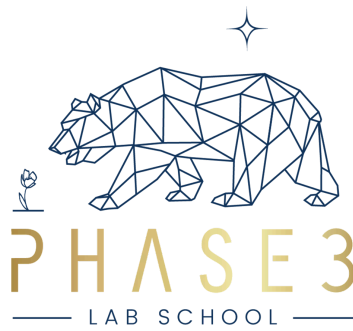
- Youth baseball (4 years)
- Youth basketball (8 years)
- Youth football (3 years)
- Awana Games (8 years)
- Youth cross country (1 year)
- Currently personally playing Pickle Ball

Education:

- Bachelor of Arts in Mathematics (CSUSB, San Bernardino, CA)

Certifications:

- Single Subject Teaching Credential in Mathematics
- California Commission on Teacher Credentialing



April 25, 2024

Dear Phase3 Families,

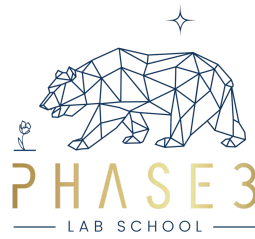
SUBJECT: PHASE3: LOOKING FORWARD TO 2024-2025

When I wrote to our parent community during the re-enrollment period last year, my letter was an acknowledgement of the significant level of disruption that Artificial Intelligence (A.I.) would bring to every aspect of our lives. After writing that letter, a few parents approached me to express that the letter had been “sobering.” After reflecting on these parents’ comments, I came to the conclusion that, yes, we do want our students and community of families to feel warm, safe and nurtured when you are here. It is also our responsibility as a school to react to developments in the outside world and to make any changes necessary to ensure our children and families are prepared to function in the world as it is, not as we wish it was.

Our intention is not to scare you; rather, it is to take a dispassionate look at one of the most significant revolutions in human history and to explain how we (**Phase3**) plan to adapt to this new reality in a way that will help our children to matter in an environment where the value of humanity itself is being called into question.

This does not mean that we shouldn’t wish for a better world; in fact, that is one of the key reasons the **Phase3** project exists at all. We want our children to leave this school with the intellectual, physical, emotional and social tools to tackle some of the world’s toughest problems. Problems that will require every ounce of our children’s resources to solve. We seek to equip our students with the knowledge, skills and ability to make a better world.

Since I last wrote about the topic, the impact of A.I. is only accelerating. Even though society appears to have gotten over the initial shock of seeing what ChatGPT was capable of and our human desire for normality has dampened the stress a bit, the power of A.I. continues to increase exponentially. To put it into perspective, according to Dario Amodei, CEO of Anthropic, current models such as ChatGPT 4, Claude 3, Gemini, cost about \$100 - \$200 million dollars to train. The next generation of generative models are being trained right now at a cost of approximately 1 billion dollars each. The new models won’t just be 10 times better, they will be orders of magnitude better. The cost of training the next generation of generative AI, already in the planning stages, is expected to be in the vicinity of 5 - 10 billion dollars.



Many leaders in the AI arena expect that we will achieve an Artificial General Intelligence (AGI) by the end of the decade. This is the point at which an A.I. can perform a range of cognitive tasks on-a-par with or better than humans. Thus, even though there are no earthshaking headlines to get our attention (unless one is looking), change is coming . . . fast.

Some A.I. experts are gloomy about the effects of A.I. on society. Others see it as a positive development that will usher in an idyllic age where humans are freed from the need to work to earn a living. Either way, the impact of A.I. will be huge. As one commenter on the site Slashdot.org put it, "To say [A.I. will be] disruptive to our current system is like saying a nuke is slightly bigger than a firecracker."

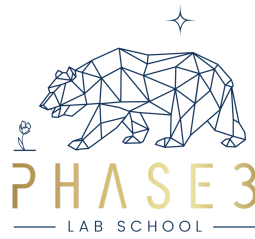
Let's keep in mind that although A.I. presents one of the most immediate challenges to our relevance as human beings. There are multiple other issues that will test us. Climate change, international conflict, political polarization, economic fluctuations, all increase the level of uncertainty that our children will deal with. How then do we raise children that can thrive and flourish in such a climate?

Last year, we committed to find a way not just to educate, but also to raise our children to thrive in the coming age of uncertainty. We transitioned from a "transfer of knowledge" basis to an "intelligence augmentation" basis. After much research, we selected Rosemary Luckin's Seven Elements of Intelligence, as a target developmental model. We also took significant steps to change how we plan and deliver learning opportunities to our students. Here are a few of them:

- We implemented a new learning management platform that allows us to deliver lessons, to assess the effectiveness of those lessons and to conduct sophisticated analytics on our children's progress. The implementation of this platform involved a steep learning curve for our administrators, consultants and teachers. We launched the platform to our Upper Elementary and Middle School teachers in October of 2023 and to our students in November 2023.

Note: We do NOT believe that additional technology in the classroom is the solution to educational challenges. In fact, we believe the opposite is true. That children learn best when they feel they are in a safe environment connected to nurturing teachers that care about them. The implementation of technological tools such as our learning management platform is there only to reduce administrative load on our teachers to allow them to focus on direct interactions with their students.

- We evaluated our approach to reading instruction in our Lower Elementary and Preschool and improved upon the way we work with our emergent readers. This included implementation of an additional program based on the Science of Reading,



and training for our teachers.

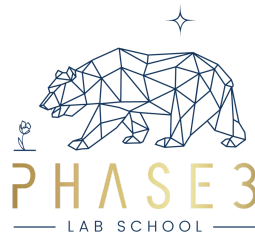
- We formalized the use of a cloud-based Montessori record keeping system to assist our Preschool teachers in lesson planning, classroom observations, and progress tracking. Our rigorous Montessori program in Toddler, Preschool and Lower Elementary, continues to provide a high growth environment for our younger students across all 4 areas of development: intellectual, physical, emotional and social.
- We developed and introduced a new integrative curriculum at the Upper Elementary and Middle School levels. What started out as an integration of subject area content led us to understand the importance of incorporating non-academic areas such as Executive Function and Meta Cognition (thinking about and processing what we've learned).

Most importantly in our re-orientation process, we committed to sorting through the thousands of papers and books available on Cognitive Development and Learning strategies. Our objective was to cut through the myriad of educational gimmicks, fads and mistaken beliefs that populate the field of education and to select only those findings that had the backing of hard-core research (e.g. no chess clubs for **Phase3**). We also identified those Cognitive and Educational Science researchers whose research appeared most solid (based on citations by other researchers) and then set about studying their work.

We enlisted the help of several of these renowned researchers and spent an intensive year on a steep learning curve. Daniel T. Willingham states that “We have learned more about how the mind works in the last twenty-five years than we did in the previous twenty-five hundred.” Unfortunately, much of what cognitive and educational scientists have learned, has not translated into classroom practice, and the gap between research and practical application of this research continues to grow.

We (**Phase3**) now have a compelling direction in the dawn of the age of A.I. Three key components of our approach are:

1. A **culture** where students feel safe and cared for and where mutual respect is the norm. Our students should feel safe in their interactions with each other and their teachers. Our students should feel that they matter in the community. They should feel that their teachers care about the students' success. And our students should feel safe to fail. I believe we already have a superior school culture, and will only continue to improve on our strengths.
2. A **rigorous learning environment** that is informed by the best research available. Cognitive Science has illuminated the ways in which humans learn optimally. Whether



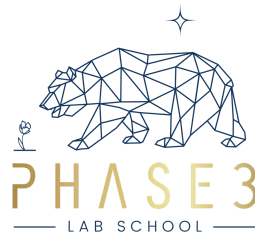
we are talking about Dual Processing Theory, Cognitive Load Theory, or the nurturing of creativity through healthy classroom culture, we want our students to receive the best of the best.

3. **A focus on learning how to learn.** This is perhaps the most complex of our initiatives. Hundreds of schools have launched various efforts to teach children how to learn as a generalized skill (Hint: generalization of skills doesn't normally happen). Studies of these efforts have failed to demonstrate any benefit. There is now a 4th generation approach that shows excellent results in the literature. To clarify, this is NOT the teaching of "study skills" or "how to take notes." Our goal is Self-regulated Learning, which requires that students learn how to monitor and control their thought processes, feelings and behavior. As opposed to a traditional educational model where a child dependent on a top-down, micro-managed environment has no hope of becoming an independent self-directed learner.

There are a number of terms and catchphrases that are currently in fashion in education, most of which are not supported by research. There are no "new" 21st Century Skills (with one possible exception, the acquisition and curation of online data), "creativity" cannot be taught and neither can "leadership." Research data does not even support the idea that generalized skills such as "critical thinking" and "problem solving" can be taught. Notwithstanding marketing claims, very few schools have the curiosity to think differently about education, and even fewer are disciplined enough to act on the evidence.

Phase3 has identified areas that research shows will have a high-impact on student growth and learning. Our roadmap recognizes the following:

1. Changes will take place at every age range in the school. Our objective is to build and foster continuous virtuous cycles of improvement with the goal of introducing changes at the earliest possible age to foster accelerated growth and learning.
2. The rate of implementation is directly related to the resources we have available. For example, training our teachers in new ways of thinking and working are critical.. Additional training will be needed in order for our teachers to learn about and incorporate new practices and curricula into their classrooms. There will be training costs and also additional staffing costs. If a teacher needs to be away for 1 week or even a couple hours a day, we still need to maintain classroom ratios and will need additional staff members to make that possible. Added funding can make steps like these happen sooner.
3. We have a solid plan in place that we are already acting on. We will need your support. You may be fortunate enough to have additional means that you can contribute to the

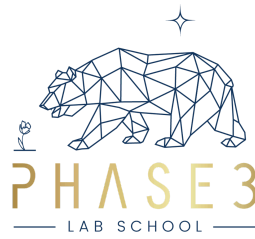


school. You may have employers that will match your contribution. You may know of grandparents or aunts and uncles that would love to help to speed up the rate at which we roll out improvements. You may know of other families that would make ideal additions to our community.

This coming year we will have a specific list of projects with which you can help. I will ask you to think and suggest creative ways in which we can move these projects forward.

4. We will mess some things up. There will be experiments that fail. We will quickly identify and admit failure and incorporate lessons learned in subsequent rounds of improvement. Like it or not, this is the only way forward.
5. The process of moving the school to the next level of performance is iterative. We will identify a desired change, we will implement the change, observe/measure the results which will then inform the next round of change. Things we learn in the upper grades, will affect changes in the lower grades and things we change in the lower grades will cause adjustments in the upper grades.
6. As we implement changes, we may need to restructure the flow of the school. For example, over the past year we re-evaluated our grade grouping structures. Students in Grades 1 and 2 have very similar types of work and pacing. Grade 3 is a transition point and the work is more like that done in grades 4 and 5 than what is done in grades 1 and 2. Similarly, 6th grade is a transition point, where their work is more aligned with what grades 7 and 8 are doing. So we are regrouping grades 1 and 2 as Lower Elementary, grades 3 - 5 as Upper Elementary and grades 6 - 8 as Middle School.
7. We are currently accrediting a High School program through the Western Association of Schools and Colleges (WASC). A number of our families have expressed a concern about where their children would attend after 8th grade. I share their concerns, as I am well aware of the efforts that Sharon and Carlos went through to find a suitable High School option (public or private) in the area for their son, Adrian. They ultimately gave up and decided to put their resources behind a high-performance High School program.

We expect a **Phase3** High School that counters the findings of a recent [Brookings Institution meta-analysis](#) that found: "Analyzing thousands of transcripts from the Department of Education's National Educational Longitudinal Study, we found [confirmatory evidence](#) that advanced high school courses apparently do little to prepare students for success in college coursework." This lack of impact from 4 years of a traditional High School education on a student's college outcomes (identified in multiple studies) is unacceptable. We can do better and we will.



I recently read a post by Cal Newport in which he noted director Christopher Nolan's refusal to use E-mail. Mr. Nolan, the Oscar winning director of 12 films including *The Dark Knight*, *Interstellar*, and *Oppenheimer*, explained that "I don't find it would help me with anything I'm doing.". The post ended with a quote by Mr. Nolan that caught my attention: ***"If you're not helping me become world class, then get out of my way."***

Although the quote reflects Mr. Nolan's personal philosophy about the tools, projects and people he interacts with, it is also a call to action.

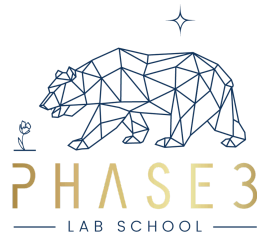
Phase3 does not exist to provide a cookie cutter educational experience that is easily interchangeable with other educational options in the area. We are here to help your child become world-class. Without this focus, the intense effort we engage in day-to-day on behalf of our students and families wouldn't be worth it, and we should get out of the way.

Phase3 already offers an educational program that is head and shoulders above any other option in the area. Whereas most schools still operate on 19th century models of education and focus (not very effectively) primarily on academics (their claims to things like social-emotional learning notwithstanding, as schools generally allocate minimal, if any, time to non-academic programs); **Phase3** focuses on raising complete human beings. We allocate the time needed to help our children learn to operate 4 machines at a high level. Our students should be highly skilled at driving their intellectual machine, their physical machine, their emotional machine and their social machine.

Not only do our children perform exceptionally in academic areas, they also are more physically fit and skilled than their non-Phase3 peers, they learn how to deal with strong negative, and positive, emotions such as anger, fear, anxiety, temporary happiness, and still move toward their goals (psychological flexibility). Our children are also given the tools to resolve interpersonal conflicts, to set boundaries, and to empathize with their peers. Significant parts of our students' day are spent on complete development, rather than the partial development meted out by the average school.

As a school, **Phase3's** vision is long-term and agile. We are not paralyzed by practices and curricula dictated by a remote committee, board of education or "educational" materials company. We are not driven by political considerations or educational fashions. We have the expertise and connections to work with the world's best researchers and the ability to implement cutting edge programs as needed. If we see a challenge on the horizon (A.I. for example), we can act immediately to meet the challenge head on.

We encourage parents to make educational choices based on their children's needs and not on the parents' own emotional or social needs or desire to avoid discomfort. Your child has a



right to fail and to learn to overcome obstacles, to feel a healthy level of stress and to learn how to tame it, to receive and accept community behavioral norms, and to develop independence and their own identity. If parents wish to spare their children from anything, it should be from an inferior average educational experience.

Does your child deserve a world-class education? Perhaps you've never thought about it this way. You may even have thought that, given our location (the Inland Empire), we should settle for average or that the options available in the I.E. are "good enough." This is not the **Phase3** perspective. Our community is fully capable of developing, implementing and supporting a best-of-class program.

Based on the world headed our children's way, "average" or "good enough" will NOT cut it. Nothing short of an exceptional and complete developmental experience will prepare your child and our students for the reality of the coming decades. This is the direction we are headed and hope you will join the dozens of other **Phase3** families that are not willing to compromise their hopes and dreams for their children.

Together we can build a historical school that brings together committed families, resilient students, highly skilled teachers and the best that learning science has to offer. Join us and help us give our children lives of meaning, belonging and satisfaction. Lives that can only launch from a solid foundation of love, nurturing, accountability and a deep understanding of human development.

With warm regards,

A handwritten signature in black ink, reading 'V. Stewart', with a long horizontal flourish extending to the right.

Vanessa Stewart
Head of School

Phase3 Educational Vision

Mission

Phase3 Lab School exists to prepare children and their families to thrive in a world of accelerating change.

The Problems Facing Modern Education

The desire to explore and grow is naturally woven into a child's daily experiences. Yet, in school—the very place meant to nurture their innate curiosity—their response often lacks the excitement and wonder we would expect.

During the industrial age, the primary purpose of school was to teach reading, writing, and basic math. Few children went beyond these skills, diving into work at an early age. Since then, education has undergone only incremental changes while the world has transformed dramatically. The skills needed in today's workforce are not being adequately addressed.

While this problem has existed for decades, the current generation is also facing a world increasingly impacted by globalization, the rise of AI, and unprecedented access to knowledge. Yet, despite this increased rate of change, classrooms remain much the same as they did a century ago. Students from a hundred years ago would find today's classrooms familiar.

The disparity between the traditional approach to education and the reality of the modern world has led parents, teachers, and students to seek a vision that better prepares children for this rapidly changing world. Traditionally, education has centered on the transmission of knowledge. Teachers present the information they learned in school, aiming to pass it on to the next generation. This method has served its purpose for many generations. However, we now stand at a crossroads. The accelerating pace of change and the [disruptive nature of AI and other new technologies](#) require a new approach. [Intelligence Augmentation](#), not mere knowledge transfer, must be at the heart of learning. Children must rise above facts and calculations, developing skills and traits that complement AI rather than compete with it. They must develop the [elements of intelligence](#) that make them distinctly human, allowing them to thrive in a world where [people and computers think and work together](#).

Unlike machines, humanity is driven by purpose and autonomy. While machines are programmed to complete specific tasks in specific ways, humans crave freedom. Voluntary effort surpasses the quality of forced labor; teams built on trust and respect outshine those formed through coercion; and learning driven by curiosity and excitement outpaces mandatory education. Classrooms of the past were structured in a machine-like fashion, demanding students remain within the structured program, memorize specific details, and produce

predictive results. Now, schools must work to inspire a sense of meaning and purpose to maximize students' growth. Students must exercise judgment skills and use independent thinking, and they must develop a sense of ownership and agency regarding their education if their learning is to be transformative.

Educational Philosophy

True education centers on human development. Academic knowledge is valuable, yet it is a singular focal point within the context of a fully developed person. Success in life is tied to the ability to think, solve problems, interact with others, pursue health, understand how the brain works, and many other factors. In a world of accelerating change, children must develop into well-rounded individuals rather than merely excel in academic subjects. To prepare them for future success, Phase3 believes it is essential to cultivate an environment that nurtures growth in all facets of development, including social, emotional, academic, and cognitive spheres. This holistic approach to education will better equip children with the mindset and diverse skills needed to thrive in an ever-changing world.

To this end, Phase3 operates on six pillars of human development.

- Healthy Ecosystem
- Supportive Relationships
- Self Direction
- Personalized Pathway
- Purposeful Challenges
- Integrated Learning

Healthy Ecosystem

A positive, healthy ecosystem is essential for children's successful development. Like a biological ecosystem, each part of a child's environment is interconnected, relying on collective interactions for a healthy outcome. In the school context, this means creating a space where they feel safe, experience a sense of belonging, see learning as valuable, and are genuinely cared for. It requires mutual respect between teachers and students. This pillar is the cornerstone that supports all other aspects of development, enabling children to thrive academically, socially, emotionally, and cognitively.

Supportive Relationships

For children to reach their full potential, they need to be in an environment where positive relationships with adults and peers are nurtured and prioritized. These connections provide the mentorship, guidance, and sense of belonging essential for them to develop to their full potential. Establishing a supportive atmosphere where these connections can thrive ensures that children feel encouraged and equipped to navigate their educational journey confidently and enthusiastically.

Self-Direction

Recognizing that students have autonomy and agency is key to effective learning. When they are given the chance to help guide their learning journey, they engage more deeply and learn more effectively. They must feel they have a voice and the power of choice within their educational environment. This does not mean that students can do whatever they please; instead, teachers play a crucial role in developing healthy self-direction while providing clear guidance toward essential learning objectives. By doing so, students develop a sense of ownership and responsibility while learning to value and pursue critical educational milestones.

Personalized Pathway

Every student comes to school with immense potential, and the key to unlocking this potential lies in recognizing that each child has a unique journey. By acknowledging and embracing these differences, teachers can guide each student on a personalized pathway that allows them to thrive. This tailored approach ensures that every child receives the support and opportunities they need to reach their full potential.

Purposeful Challenges

Engaging students in challenging but achievable tasks is essential for their development and growth. The key to effective learning lies in confronting "doable hard" challenges that push their limits rather than those that are "destructive hard," leading to frustration and failure. This means students should avoid spending time on skills they have mastered and instead focus on areas requiring more effort and support. Teachers can promote adequate growth and continuous learning by ensuring students work on appropriately challenging tasks and receive the support they need.

Integrated Learning

Life does not present tasks isolated by subject area; real-life challenges are interconnected across various domains. Education should mirror this reality by providing students with learning experiences that integrate topics, subject areas, and life skills. By doing so, we ensure that students can see the bigger picture and understand how their knowledge applies to the real world. Integrated learning bridges the gap between academic subjects and practical applications, ensuring that education is relevant and holistic.

The Phase3 Approach

At Phase3, achieving our educational goals hinges on two essential elements: Control and Communication. These elements comprise four key components: Metacognition, Regulation, Support Systems, and Communication.

[Metacognition](#) involves understanding how the brain works and optimizing the learning process. Cognitive load, neuroplasticity, spacing, and reflection are essential for optimizing education. By teaching students about their cognitive processes, we empower them to learn more effectively.

Regulation refers to recognizing and controlling impulses, emotions, and thoughts. [This skill is core to development](#), as it provides the means to resist temptation, avoid distractions, and moderate strong emotions that can derail clear thinking and decision-making. The ability to regulate is essential to forming self-discipline and cognitive flexibility.

Support Systems recognize the impact of the environment and situational factors on learning and human development. Often categorized under the term [executive function](#), skills such as time management, scheduling, environmental control, and the provision of essential tools and equipment for optimal performance are essential in optimizing performance. Establishing protocols and procedures allows students to automate such tasks, allowing their entire focus to be on accomplishing their goals.

Communication is critical and involves aspects that are often underdeveloped. [Listening to understand](#) as opposed to listening simply to respond is a crucial element of avoiding misunderstanding and conflict, yet it is rarely taught overtly or developed as a skill. Effective communication in difficult conversations, public settings, and social media is often lacking in society yet is frequently bypassed in educational settings. Phase3 emphasizes the importance of these areas along with more traditional conversational and written communication skills.

As teachers work to develop these components, the first step is to provide external regulation, in which teachers provide the necessary control and communication. The goal is to train students to become self-regulated, managing both functions independently. Throughout the process, students grow and develop, leading to a transitional phase of co-regulation, where teachers and students share responsibility for control and communication. Eventually, students become fully self-regulated, equipped to navigate their learning and personal development autonomously.

The Product

Our educational philosophy is designed to transform our students into people prepared to thrive in a world of accelerating change. We call this outcome Húnrröðr, or the Peaceful Warrior. This concept embodies students who embody three essential traits. A Húnrröðr:

Operates from a peaceful spirit

In the Phase3 context, peace is a word centered on abundance, not scarcity. It is not merely the absence of conflict but a state filled with goodness. This includes a focus on working to help things go right rather than trying to force change through argument or force. This allows students to approach challenges calmly and confidently.

Is guided by wisdom

Wisdom manifests through the ability to see the full picture. It avoids snap judgments based on surface observations, emotional reactions, or bias. At Phase3, we believe developing all [elements of intelligence](#) enables students to act with wisdom, laying a solid foundation for their future.

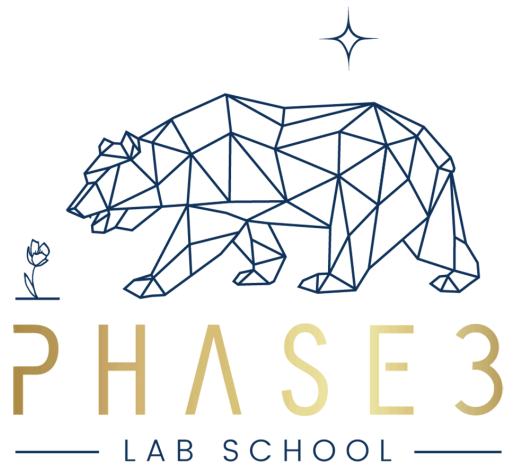
Pursues what is right with valor

Valor is demonstrated when someone holds to their values in the face of danger with firmness and resolve. Wise decisions rooted in compassion and peace often require confronting difficult situations. Whether this danger is physical or emotional, a Húngröðr stands firm in his or her convictions, demonstrating courage and integrity.

Conclusion

Integrating these principles, Phase 3 ensures that our students excel academically and, more importantly, grow into well-rounded individuals. The world we now face is full of rapid change, continual invention, technological advances, and incredible tools. To successfully equip students for this new reality, Phase3 cultivates a learning environment centered around human development rather than academic development alone.

In the end, Phase3 students will have the tools to successfully guide their own learning, regulate their thoughts and emotions, establish successful support structures, and communicate effectively. This can only be accomplished when the entire community - teachers, administrators, students, and families - work together to build a positive, healthy context for growth and exploration.



PHASE3 LAB SCHOOL

Student Handbook

2024-2025

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Redlands, CA 92373
+1 833-474-2733
www.phase3.school

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Mission

Phase3 Lab School exists to prepare children and their families to thrive in a world of accelerating change.

Educational Philosophy

True education centers on human development. Academic knowledge is valuable, yet it is a singular focal point within the context of a fully developed person. Success in life is tied to the ability to think, solve problems, interact with others, pursue health, understand how the brain works, and many other factors.

The Six Pillars of Human Development

1. Healthy Ecosystem

- Creating a space where students feel safe
- Fostering a sense of belonging
- Establishing mutual respect between teachers and students
- Making learning valuable and meaningful

2. Supportive Relationships

- Nurturing positive relationships with adults and peers
- Providing mentorship and guidance
- Creating a supportive atmosphere for confident learning

3. Self-Direction

- Recognizing student autonomy and agency
- Developing healthy self-direction with clear guidance
- Building ownership and responsibility

4. Personalized Pathway

- Acknowledging each student's unique journey
- Providing tailored support and opportunities
- Unlocking individual potential

5. Purposeful Challenges

- Engaging in "doable hard" tasks
- Pushing limits while avoiding frustration
- Ensuring appropriate growth and continuous learning

6. Integrated Learning

- Connecting topics across subject areas
- Bridging academic subjects with practical applications
- Making education relevant and holistic

The Húnrøðr Way

At Phase3 Lab School, we develop students into Húnrøðr - Peaceful Warriors who embody three essential traits:

- 1. **Operates from a peaceful spirit**
 - Focused on abundance, not scarcity
 - Works to help things go right
 - Approaches challenges calmly and confidently
- 2. **Is guided by wisdom**
 - Sees the full picture
 - Avoids snap judgments
 - Develops all elements of intelligence
 - Makes decisions based on deep understanding
- 3. **Pursues what is right with valor**
 - Holds to values in the face of challenge
 - Demonstrates courage and integrity
 - Shows firmness and resolve
 - Stands firm in convictions

Bell Schedule

Regular Day Schedule (Monday-Friday)

Time	Activity
Early Morning Programs	
6:00 AM - 7:00 AM	Early Morning Strength & Conditioning
7:00 AM - 8:00 AM	Sports Skills Training
Regular Academic Day	
8:15 AM - 9:05 AM	Period 1

9:05 AM - 9:15 AM	Passing Period
9:15 AM - 10:05 AM	Period 2
10:05 AM - 10:15 AM	Passing Period
10:15 AM - 11:05 AM	Period 3
11:05 AM - 11:15 AM	Passing Period
11:15 AM - 12:05 PM	Period 4
12:05 PM - 12:55 PM	Lunch
12:55 PM - 1:00 PM	Passing Period
1:00 PM - 1:50 PM	Period 5
1:50 PM - 2:00 PM	Passing Period
2:00 PM - 2:50 PM	Period 6
After School	
3:00 PM - 5:00 PM	After-School Programs & Athletics

Notes:

- School building opens at 5:45 AM for early morning program participants
- Regular academic day begins at 8:15 AM
- Students not participating in early morning programs should arrive by 8:00 AM
- 10-minute passing periods between classes
- 50-minute lunch period
- After-school program schedules vary by activity; detailed schedules available from program coordinators

Academic Calendar 2024-2025

Important Dates

First Semester

- August 13, 2024: First Day of School
- September 4: Labor Day (No School)
- September 26-27: Parent/Teacher Conferences
- October 24: Fall Fun Day
- October 25: Teacher In-Service Day (No School)
- November 10: Veterans Day Observed (No School)
- November 25-29: Thanksgiving Break
- December 20: Half Day
- December 21 - January 5: Winter Break

Second Semester

- January 6, 2025: School Resumes
- January 20: Martin Luther King Jr. Day (No School)
- February 6-7: Parent/Teacher Conferences
- February 17: Presidents' Day (No School)
- March 17-21: Spring Break
- April 25: Teacher In-Service Day (No School)
- May 26: Memorial Day (No School)
- June 5: Last Day of School

Summer Session

- June 10: Summer School Begins
- July 4: Independence Day (No School)
- July 22: Summer School Ends
- July 31: Extended Year Program Ends

Conference Schedule

Fall Conferences

- September 26-27, 2024

Spring Conferences

- February 6-7, 2025

Non-School Days

- Labor Day: September 4
- In-Service Day: October 25
- Veterans Day: November 10
- Thanksgiving Break: November 25-29
- Winter Break: December 21 - January 5
- Martin Luther King Jr. Day: January 20
- Presidents' Day: February 17
- Spring Break: March 17-21
- Teacher In-Service Day: April 25
- Memorial Day: May 26
- Independence Day: July 4

Special Schedule Days

- Fall Fun Day: October 24, 2024
- Half Day: December 20, 2024
- Last Day of School: June 5, 2025

Summer Programs

Summer School

- Start: June 10, 2025
- End: July 22, 2025

Extended Year Program

- Continues through July 31, 2025

Note: Dates are subject to change. Families will be notified of any calendar updates through our regular communication channels.

Graduation Requirements

Phase3 Lab School Graduation Requirements - 44 Semester Credits

Subject Area and Credits	Requirements
English Language Arts	• Grade 9 English (2 credits)
8 Semester Credits	• Grade 10 English (2 credits)
	• Grade 11 and 12 English (4 credits)
	Must include 1 credit in American Literature
	<i>Note: English credit will not be granted for Drama or Journalism</i>
Mathematics	Requirements may include:
6 Semester Credits	• Integrated Math I
	• Integrated Math II
	• Integrated Math III
	• Pre-Calculus
	• Statistics
	• AP Calculus
Physical Education	• Required in grades 9 and 10, unless exempted
4 Semester Credits	• Athletic PE qualifies for credit
Science	• Biology (2 credits)

6 Semester Credits	• Chemistry (2 credits)
	• Physics (2 credits)
Social Science	• Grade 10: World History (2 credits)
6 Semester Credits	• Grade 11: United States History (2 credits)
	• Grade 12: Government and Economics (2 credits)
Visual or Performing Arts	One year of art, music, or drama/theater arts
2 Semester Credits	
World Language	Two years of the same world language
4 Semester Credits	

Additional Requirements:

- The remaining credits (8 semester credits) may be earned through additional coursework in the above subject areas or approved electives
- Students must maintain a weighted, cumulative GPA of 2.00 or higher in grades 9-12
- All required courses must be passed with a grade of D or better

University of California A-G Requirements

The UC/CSU system requires completion of 15 year-long college preparatory courses with a grade of C or better. These requirements are known as the "A-G" subject requirements:

Subject Area	Requirements	Years Required
A. History/Social Science	World History, US History, Government	2 years
B. English	College preparatory English	4 years
C. Mathematics	Integrated Math I, II, III, Pre-Calculus, Statistics, Calculus	3 years required 4 years recommended

D. Laboratory Science	Biology, Chemistry, Physics	2 years required 3 years recommended
E. Language Other than English	Same language for both years	2 years required 3 years recommended
F. Visual and Performing Arts	Dance, Drama, Music, Visual Art	1 year
G. College Preparatory Electives	Additional approved year-long course from A-F areas or other approved electives	1 year

Note: UC/CSU requirements are more rigorous than high school graduation requirements. Students planning to attend a UC/CSU should aim to exceed minimum requirements and earn strong grades.

NCAA Requirements for Student-Athletes

Students who plan to play NCAA Division I or II sports should register with the NCAA Eligibility Center and meet the following requirements:

Division I Academic Requirements:

- Graduate from high school
- Complete 16 core courses:
 - 4 years of English
 - 3 years of math (Algebra 1 or higher)
 - 2 years of natural/physical science (including one year of lab)
 - 1 year of additional English, math or science
 - 2 years of social science
 - 4 years of additional core courses (from any category above, or world language)
- Earn a core-course GPA of at least 2.300
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale

Division II Academic Requirements:

- Graduate from high school
- Complete 16 core courses:
 - 3 years of English
 - 2 years of math (Algebra 1 or higher)
 - 2 years of natural/physical science

- 3 years of additional English, math or science
- 2 years of social science
- 4 years of additional core courses
- Earn a core-course GPA of at least 2.200
- Earn an SAT combined score of 820 or ACT sum score of 68

Important Notes for Student-Athletes:

- Core courses must be completed before your first full-time college enrollment
- Only courses that appear on your school's NCAA Core Course List can be used to calculate your NCAA GPA
- For Division I, 10 core courses must be completed before the seventh semester of high school
- NCAA has specific requirements about repeated courses, credit recovery courses, and online/virtual courses

Students interested in collegiate athletics should:

1. Meet with their counselor early in their high school career
2. Register with the NCAA Eligibility Center by junior year
3. Submit official transcripts after junior year and upon graduation
4. Submit official test scores if required
5. Request final amateurism certification before enrollment

Attendance and Tardiness Policy

Understanding Attendance and Tardiness

At Phase3 Lab School, we understand that life is complex and sometimes tardiness is unavoidable. Traffic incidents, family responsibilities, public transportation delays, and other circumstances beyond our control can affect anyone's punctuality. We approach tardiness with empathy while also recognizing its impacts on both individual and community learning.

Impact of Repeated Tardiness

When a student is consistently late, it affects:

Individual Learning:

- Missing important opening activities and instructions

- Falling behind on sequential learning
- Feeling disconnected from the day's learning journey
- Experiencing increased stress and anxiety

Community Learning:

- Disrupting the flow of classroom activities
- Requiring teachers to repeat instructions
- Reducing collaborative learning time
- Affecting the concentration of other students

Tracking and Response Process

1. After 3 tardies in a month:
 - Student's advisor receives an automated notification
 - Advisor schedules a supportive check-in meeting with the student
 - Focus is on understanding challenges and brainstorming solutions
2. After 5 tardies in a month:
 - Family conference scheduled with advisor
 - Collaborative development of a "Punctuality Success Plan"
 - Introduction to community service opportunities
3. After 8 tardies in a month:
 - Student meets with advisor to select and begin community service activity
 - Monthly review meetings to assess progress and adjust support as needed

Documentation Guidelines

- All tardiness is recorded with exact arrival times
- Students can view their attendance record through their student portal
- Families receive weekly attendance updates via email
- Students maintain a reflection journal during their community service participation
- Success plans and service activities are documented in student portfolios

Community-Based Solutions

Rather than traditional disciplinary measures, we offer opportunities for students with recurring tardiness to engage in meaningful community service. These activities help build connections, develop empathy, and contribute positively to our school community:

Mentoring and Teaching:

- Reading buddies program with younger students
- Peer tutoring during study periods
- Lead recreational activities for elementary students

- Teach a skill you're passionate about to younger students

Community Outreach:

- Participate in our "Bridge Generations" program, connecting with senior citizens
- Support school events and open houses
- Contribute to school tours for prospective families
- Help maintain our school garden
- Create welcome materials for new students

School Service:

- Support our library organization
- Assist with morning announcements
- Contribute to school newsletters
- Help organize school events
- Create artwork or murals for school spaces

Innovation Projects:

- Develop solutions to help other students with punctuality challenges
- Create informational videos about transportation options
- Build apps or tools to help with time management
- Design morning routine checklists for fellow students

Implementation Structure

1. Each community service activity has a designated staff mentor
2. Weekly check-ins between student and mentor
3. Monthly progress reviews with advisor
4. Clear goals and success metrics established at start
5. Certificate of completion awarded after fulfilling commitment
6. Option to continue service voluntarily after completion

Technology Policies

Core Principles

1. **Learning First**
 - Technology should enhance, not distract from, the learning experience
 - Devices are tools for creation, research, and collaboration
 - Educational use takes priority over entertainment
2. **Digital Citizenship**
 - Students learn to be ethical and responsible digital citizens
 - Online interactions should reflect our community values
 - Students represent themselves and our school with integrity
3. **Healthy Balance**
 - We encourage mindful technology use
 - Regular screen breaks are important
 - Face-to-face interaction remains valuable

Device Guidelines

Personal Devices (phones, tablets, etc.)

- May be used before/after school and during lunch
- Must be silenced and stored during class unless specifically needed for learning activities
- Teachers will clearly communicate when devices are needed for class
- Emergency calls should go through the main office

School-Provided Devices

- Treated with care and respect
- Used for educational purposes
- Login credentials should not be shared
- Report any technical issues promptly
- Clean and return devices to proper location after use

Personal Laptops/Tablets

- May be used with teacher permission for academic work
- Must follow school network guidelines

- School is not responsible for personal device damage or loss

Network Use

School Network

- For educational purposes and appropriate personal use
- No downloading unauthorized software
- No bypassing school security measures
- Report any security concerns immediately

Online Safety

- Use strong, unique passwords
- Never share login credentials
- Be cautious with personal information
- Report concerning online behavior

Digital Communication

Email

- Check school email daily
- Maintain professional communication
- Use appropriate language and tone
- Respond to staff/faculty emails within 24 hours

Online Collaboration

- Contribute meaningfully to online discussions
- Respect others' perspectives
- Give credit for others' work
- Maintain academic integrity

Social Media

Personal Use

- Not permitted during class time
- Think before posting
- Consider privacy settings
- Be mindful of digital footprint

School-Related Content

- Respect community members' privacy
 - No unauthorized recording/sharing of school activities
 - Positive representation of school community
 - Follow copyright and fair use guidelines
-

Restorative Practices and Community Development

Core Principles

1. **Community First**
 - Each person's actions affect our entire community
 - Strong relationships are key to personal growth
 - Every community member deserves to feel safe and respected
2. **Growth Mindset**
 - Mistakes are opportunities for learning
 - Focus on developing skills rather than punishment
 - Everyone has the capacity to grow and improve
3. **Restorative Justice**
 - Address harm done to relationships
 - Work to make things right
 - Build understanding between community members

Response Process

When challenges arise, we follow these steps:

Level 1: Individual Support

- Private conversation with student
- Understanding of situation from all perspectives
- Collaborative problem-solving
- Development of success strategies
- Focus on skill-building

Level 2: Community Connection

- Meeting with affected community members
- Facilitated dialogue
- Collaborative solution development

- Agreement on steps forward
- Support plan creation

Level 3: Family Partnership

- Family conference
- Resource coordination
- External support if needed
- Comprehensive action plan
- Regular progress check-ins

Restorative Practices

Circle Process

- Regular community circles for relationship building
- Restorative circles when harm occurs
- Focus on:
 - Understanding impact
 - Taking responsibility
 - Making amends
 - Moving forward positively

Skill Development

- Conflict resolution
- Emotional regulation
- Communication skills
- Problem-solving strategies
- Self-advocacy

Community Service

- Meaningful contributions to school community
- Connection to areas of interest/strength
- Focus on repairing harm
- Building positive relationships

Support Team

Advisors

- Primary point of contact
- Regular check-ins
- Progress monitoring

- Family communication

Counselors

- Additional emotional support
- Skill development
- Resource connection
- Crisis intervention

Peer Mentors

- Positive role modeling
- Peer support
- Community connection
- Success strategies

Serious Concerns

For situations involving safety or legal issues:

1. Immediate action to ensure safety
2. Family notification
3. Appropriate authority involvement if required
4. Support services coordination
5. Careful reintegration planning
6. Ongoing monitoring and support

Prevention Strategies

Community Building

- Regular advisory meetings
- Cross-grade activities
- Shared projects and goals
- Celebration of success

Skill Development

- Social-emotional learning curriculum
- Conflict resolution training
- Leadership development
- Cultural competency

Environmental Support

- Clear expectations
- Consistent routines
- Calm spaces
- Support resources

Family Partnership

We encourage families to:

- Maintain open communication
- Share relevant information
- Participate in resolution process
- Support growth strategies
- Provide feedback on process

Documentation and Review

Progress Monitoring

- Regular check-ins
- Strategy effectiveness review
- Adjustment as needed
- Celebration of growth

Continuous Improvement

- Regular policy review
- Community feedback
- Best practice updates
- Professional development

Health and Safety

Medical Care

- If you feel ill during the day, inform your teacher
- The school office maintains basic first aid supplies
- Staff trained in first aid are always available
- Parents/guardians will be contacted for any serious health concerns
- Keep emergency contact information current

- Inform school of any medical conditions or allergies

Medications

- All medications must be registered with the school office
- Students may not carry medications without prior approval
- Prescription medications require doctor's authorization
- Staff cannot administer medication without written permission

Emergency Procedures

Emergency Response Team

- School administrator
- Front office staff
- Designated teachers
- Facilities manager

Basic Emergency Response

1. Stay calm
2. Follow staff instructions
3. Help others if safe to do so
4. Remain in designated area until all-clear

Evacuation (Fire/Gas Leak)

1. Exit building using nearest safe exit
2. Walk quickly and quietly
3. Meet at designated assembly point
4. Stay with your teacher
5. Wait for instructions

Lockdown (External Threat)

1. Move to nearest secure room
2. Lock doors and windows
3. Stay away from windows/doors
4. Remain quiet
5. Wait for all-clear from staff

Earthquake

1. Drop, Cover, Hold
2. Stay under cover until shaking stops

3. Follow evacuation procedures if needed
4. Stay with your group

Medical Emergency

1. Notify nearest staff member
2. Keep affected person still
3. Clear the area
4. Follow staff instructions

Communication During Emergencies

- School will contact parents/guardians
 - Do not use cell phones unless directed
 - Follow official school communications only
 - Emergency contacts must be kept current
-

General Policies

Dress Guidelines

At Phase3 Lab School, we believe that clothing choices are a form of personal expression. Our guidelines focus on creating a comfortable learning environment while allowing students to express their individuality.

Core Principles

- Comfort for learning activities
- Safety for school environment
- Respect for self and others
- Appropriateness for learning context

Basic Guidelines

- Clothing should allow you to participate comfortably in all school activities
- Shoes must be appropriate for daily activities including PE and outdoor time
- Clothing must cover undergarments
- Avoid clothing with offensive language or inappropriate images

Activity-Specific Considerations

- Science Labs: Closed-toe shoes required

- PE: Athletic shoes and clothing that allows movement
- Art: Consider clothing that can handle art materials
- Field Trips: Specific guidelines will be provided based on activity

Weather Considerations

- Dress appropriately for weather conditions
 - Bring layers for changing temperatures
 - Sun protection recommended for outdoor activities
-

School Contacts

Main Office

Main Line: (833) 474-2733 **Fax:** (833) 474-2733

Email: public@phase3.school

Hours: 7:30 AM - 4:00 PM, Monday-Friday

Administration

Head of School

- Name: Vanessa Stewart
- Email: headofschool@phase3.school
- Phone: (833) 474-2733

Campus Director

- Name: Sharon Stewart
- Email: public@phase3.school
- Phone: (833) 474-2733

Academic Support

College/Career Counselor

- Name: Kenneth McKee
- Email: kenny@phase3.school
- Phone: (833) 474-2733

Athletics

Athletic Director

- Name: Samantha Mosher
- Email: athletics@phase3.school
- Phone: (833) 474-2733

Technology Support

IT Help Desk

- Email: techsupport@phase3.school
- Phone: (833) 474-2733

Attendance

Attendance Office

- Email: attendance@phase3.school
- Phone: (833) 474-2733

Emergency Contacts

Emergency Services: 911

Local Police (non-emergency): (909) 798-7681 ext. 1

Local Fire Department (non-emergency): (909) 798-7600

Poison Control: 1-800-222-1222

Report a Concern

Safety Concern Email: safety@phase3.school

Note: For all emergency situations, call 911 first, then notify school administration.

Follow Us

- Website: www.phase3.school
- Social Media: [Coming Soon]



New Member School Evaluation Form

School Name South Hills Academy

Principal Geraldine Oka Yrs. as Principal 6 CIF/Athletic Background? N

Athletic Director Jake Marin Corona Yrs. as A.D. 2 CIF/Athletic Background? Y

Date of Contact: May 2, 2025, In person meeting at school site

Notes:

- Meeting involved Principal Geraldine Oka, Athletic Director Jake Corona, and CIF Executive Committee Member Mitch Brunyer.
- reviewed the school's application which was in good order.
- Discussion about the importance of adherence to the CIF Blue Book, with emphasis on the CIF Mission, "Cardinal Principles", Code of Ethics, value of academic-based athletic program.
- Discussion on school marketing for enrollment growth - commitment from the school board to fund efforts to grow the school enrollment that will support their 3 and 5 year projections/goals..
- The school footprint has room to grow in regards to the academic program, which supports the growth of the athletic program.
- The principal and AD understand that ultimate responsibility resides with them and the need to have good communication with stakeholders on rules, values/beliefs, and expectations of the program.
- Reviewed the sports the school will be offering and the facilities that will be used. Offering all sports at the varsity level as they will only have enough students to fill 1 level. They had a balance of male and female sports with offerings in each season of sport.
- Recommended the AD participate in CIF events to learn and grow within the position. Also recommended networking with local ADs and joining local organizations such as the Foothill Citrus Athletic Director's Association (FCADA).
- Reviewed the "New Member School Evaluation Form" which included the "Conditions of Membership" and "Commitment to Abide by" sections.
- Provided my contact information for future assistance or support as needed

Enrollment	Current	Next Year	Target (5-yr)
Grade 9	27	32	43
Grade 10	27	32	43
Grade 11	20	25	42
Grade 12	17	22	42

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	
Badminton		Badminton	
Track & Field		Track & Field	
Tennis		Tennis	
Basketball		Soccer	

Current Athletic Competition: Provide elementary and middle school level sports programs and are at the point of bringing in high school level through CIF affiliation

Facilities: The school has some practice facilities on site and will have a new track and field (construction over the summer). They have secured competition sites at Mt SAC and Life Pacific University (still working through some sports)

Commitment to abide by:

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

Membership Recommendation: ☐ 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



CIF Southern Section Application for Membership 2025-26 School Year

ALL INFORMATION MUST BE TYPED

Name of School South Hills Academy
Street Address 1600 E. Francisquito Ave.
City and Zip Code West Covina CA, 91791
School Telephone (626) 919-2000 Athletic Telephone (626) 274-5293 Fax _____
School Website www.shacademy.org

Type of School (Check where applicable)

Grades 9-12

Grades 10-12

Public

Private

Coed

All Boys

All Girls

Number of Students per Grade (Current Year) 9th 27 10th 27 11th 20 12th 17

Total Number of Current Year Students 91

Anticipated Future Enrollment 3 Years Hence 136 5 Years Hence 166

New Public High Schools under Construction – Planned Opening Date _____

Charter Schools Only – Chartering District/Institution _____

Athletic Program Goals and Objectives

Our athletic program fosters faith, character and teamwork while promoting excellence
in sports, academics, leadership, and personal growth.

Athletic Administration

Name of Principal Geraldine Oka Principal's email Goka@shacademy.org
Name of Athletic Director Jake Corona Athletic Director's email Jcorona@shacademy.org

Accreditation

W.A.S.C. - 533 Airport Blvd. Burlingame, CA 94010

Name and Address of Accrediting Organization

Facilities

Sport	Practice Facility	Game Site and Location
Soccer	South Hills Academy	Mt. SAC - Soccer Field
Basketball	Cameron Park	Life Pacific University
Cross Country	TBD	Mt. SAC
Badminton	South Hills Academy	TBD
Tennis	Edgewood High School	TBD
Track & Field	South Hills Academy	Mt. SAC - Track & Field

Initial Participation Levels

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

Season	Sport	Boys	Girls	Season	Sport	Boys	Girls
Fall	Cross Country	V	V	Winter	Basketball	V	
	Field Hockey				Soccer		V
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis		V				
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
Spring	Badminton	V	V				
	Baseball						
	Competitive Sport Cheer						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	Swimming/Diving						
	Tennis	V					
	Track/Field	V	V				
	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 \$100 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.

Geraldine Oka



Signature of Administrator of School (Superintendent/Principal)


South Hills Academy

Name of School

03/24/2025

Date

Cheng Zhang

 Digitally signed by Cheng Zhang
Date: 2025.03.24 13:03:12 -07'00'

Signature of Officer (Board/Trustee Officer)

School Board

Name of District Board

3/24/2025

Date

CIF Southern Section Executive Committee Review and Approval Status

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



Private School Affidavit 2024-25

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: South Hills Academy

CDS Code: 19650946983084

County: Los Angeles

District: West Covina Unified

Type of School: Coeducational

School Accommodations: Both

School Provides Special Education: No

Low Grade: Kindergarten

High Grade: Grade Twelve

High School Diploma Offered: Yes

Classification of School: Nondenominational

School Address

Physical Address: 1600 E Francisquito Ave , West Covina , CA 91791

Mailing Address: 1600 E Francisquito Ave , West Covina, CA 91791

School Contact Information

Phone: (626) 919-2000

Fax: No Data

Primary Email: goka@shacademy.org

Website: shacademy.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: 19 years

Number of Twelfth Grade Graduates for Previous School Year: 11

Full-time Teachers: 21

Part-time Teachers: 5

Administrators: 4

Other Staff: 18

Enrollment

Kindergarten: 29

First Grade: 29

Second Grade: 26

Third Grade: 16

Fourth Grade: 14

Fifth Grade: 22

Sixth Grade: 28

Seventh Grade: 13

Eighth Grade: 17

Ninth Grade: 18

Tenth Grade: 18

Eleventh Grade: 18

Twelfth Grade: 10

Total Enrollment Count: 258



Administrative Staff

Administrator

Title: Administrator

Name: Mr. Frank Qian

Email: frankqian@shacademy.org

Phone: (626) 919-2000

Address: 1600 E Francisquito Ave, West Covina , CA 91791

Director

Title: Principal

Name: Mrs. Geri Oka

Email: goka@shacademy.org

Phone: (626) 919-2000

Address: 1600 E. Francisquito Ave, West Covina, CA 91791

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: Ms. Sarah Rodriguez

Address: 1600 E Francisquito Ave , West Covina , CA 91791

Phone: (626) 919-2000

Email: srodriguez@shacademy.org

Records Location: 1600 E Francisquito Ave , West Covina , CA 91791

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: Administrator

Name: Frank Qian

Email: frankqian@shacademy.org

Confirmation

Date & Time Filed: 09/30/2024 08:29 PM

Confirmation Message Sent To: frankqian@shacademy.org

Page Generated: 03/11/2025 10:49 AM

GERALDINE OKA

Walnut, CA 91789

(626)278-4518

goka@shacademy.org

OBJECTIVE

To strategically utilize both educational and administrative experiences to equip and prepare students to model exemplary character and be successful contributors to their community.

EXPERIENCE

South Hills Academy, West Covina CA - *Elementary / K-12 Principal*

(September 2019 - PRESENT)

- Implement and monitor school policies and procedures
- Identify and develop educational and instructional goals
- Participate in the decision process of hiring and evaluation of school staff
- Establish and maintain school and community relationships

South Hills Academy, West Covina CA - *Preschool / Elementary Teacher*

(August 2004 - August 2019)

- Planned, prepared and delivered instructional activities to preschool, 1st, 2nd, 5th grade and ELL students
- Actively engaged students in learning processes through use of manipulative and kinesthetic learning strategies
- Coordinated student leadership groups and large school activities
- Maintained active communication with parents and families

Los Angeles Police Department, Los Angeles CA - *Secretary/Administrative Assistant*

Records, Police Commission, DARE, Internal Affairs, Northeast, Public Affairs - (April 1986 - October 1997)

- Developed and planned departmental activities involving the community
- Supervised and directed employee duties in records, report, and data management
- Provided support with the organization and processing of confidential sworn and civilian personnel complaints
- Coordinated schedules, training, and events for division personnel

EDUCATION

California Baptist University, Riverside CA

Master of Education, Educational Leadership 2011 - 2013

Hope International University, Fullerton CA

Bachelor of Science, Human Development 2006 - 2008



JAKE MARIN CORONA

1233 Garretson Ave. Corona CA, 92879 Cell (626)274-5293

Email jcorona@shacademy.org

Professional Summary

Dedicated and experienced **Athletic Director** with a strong background in sports administration, coaching, and student-athlete development. Brings 9 years of professional soccer playing experience, combined with a passion for fostering student growth, teamwork, and excellence in athletics. Skilled in program development, budgeting, compliance, and community engagement. Proven ability to mentor coaches and student-athletes while maintaining high academic and athletic standards. Experienced participation in multiple sports (Football, baseball, Softball, basketball, boxing, golf, track & field).

Education

Fire Technology & Science credentials *Utah Valley University*, 2013

Sports Management, Athletic Administration, *California Miramar University* 2024

Certifications:

- First Aid & CPR Certified
 - International A Coaching License (Professional Soccer)
 - SafeSport Clearance
 - US Soccer Federation Clearance
-

Professional Experience

Athletic Director

South Hills Academy | 2022 – Present

- Managed all aspects of the school's athletic program, including budgeting, scheduling, and compliance with league rules and regulations.
- Supervised and mentored coaches to build strong athletic programs that emphasize student-athlete growth.

- Developed academic support initiatives to ensure student-athletes excel both on the field and in the classroom.
- Oversaw facility maintenance and improvement projects to enhance athletic performance.
- Built partnerships with local businesses and organizations to secure funding and sponsorships.

Club General Manager & Director of Coaches

Desert Football Club (UPSL)| 2021- Present

- Managed all aspects of the school's athletic program, including budgeting, scheduling, and compliance with league rules and regulations.
- Supervised and mentored coaches to build strong athletic programs that emphasize athlete growth.
- Established and maintained a robust network of junior colleges, universities, and professional teams, fostering strong relationships to enhance collaboration, talent development, and career opportunities.

Club President & Women's Coaching Director

Lobos FC (NISA)| 2018 - Present

- Managed all aspects of the school's athletic program, including budgeting, scheduling, and compliance with league rules and regulations.
- Supervised and mentored coaches to build strong athletic programs that emphasize athlete growth.
- responsible for identifying and securing partnerships to gain entry into the largest soccer tournaments in the nation. This includes exploring collaboration opportunities with sponsors, tournament organizers, and key stakeholders to ensure successful participation. I am looking for strategic alliances that align with our goals and enhance our competitive positioning
- Established and maintained a robust network of junior colleges, universities, and professional teams, fostering strong relationships to enhance collaboration, talent development, and career opportunities.

Men's Soccer Head Coach

California Miramar University | 2023-2024

- Created game strategies and tactics, provided mentorship and guidance to student-athletes encouraging leadership and academic excellence.
- Developed training programs, conducted practices, and created game strategies. Scouted, recruited, and mentored student-athletes for academic and athletic success. Prepared for matches, analyzed opponents, and made in-game tactical decisions. managed budgets, schedules, and team logistics while ensuring compliance. monitored academics & compliance oversaw academic performance, eligibility, and adherence to regulations.

engaged in community & fundraising, represented the program, organized events, and secured funding.

Women's Head Soccer Coach

Don Lugo High School | 2022 – 2025

- Developed a competitive soccer program with a focus on skill development, teamwork, and sportsmanship.
- Designed training regimens and game strategies to maximize player performance and success.
- Provided mentorship to student-athletes, encouraging leadership and academic excellence.

Professional Soccer Player

L.A. Galaxy II, Chivas USA, Puebla FC, Lobos BUAP, USMNT, U de G, Irapuato fc, Las Vegas Lights | 2009 – 2018

- Competed at a high level for 9 years in professional soccer, demonstrating leadership, discipline, and strategic thinking.
- Gained firsthand experience in elite-level athletic training, teamwork, and game preparation from elite soccer coaches & players.
- Served as a mentor to younger players, emphasizing professionalism and personal development.
- Represented teams & national team in national and international competitions.

Physical Education Teacher

South Hills Academy | 2021- Present

- Developed and implemented engaging physical education programs to promote fitness and well-being.
- Encouraged students to participate in school sports and maintain healthy lifestyles.

Key Skills

- ✓ Athletic Program Management
- ✓ Budgeting & Fundraising
- ✓ Compliance & Risk Management

- ✓ Student-Athlete Development
 - ✓ Soccer Coaching & Player Development
 - ✓ Leadership & Team Building
 - ✓ Community & Parent Engagement
 - ✓ Facility & Equipment Management
-

Professional Affiliations

- High School Athletic Association
 - United Soccer Coaches
 - Local Coaching Associations
 - Southwest Premier League
 - NISA Affiliation
 - US Soccer/Futsal/Coaches Association Affiliation
-

Awards & Achievements

- MLS / Liga MX Participation – 2011-2020
- USMNT Participation 2015-2018
- UPSL Champion – 2021,2022,2024
- Raul Briones Cup Champion – 2024
- Independence Cup NISA Champion - 2024
- Adult State Cup Champion – 2020,2021,2022,2023
- Premier League Champion (Mexico 2nd Division) – 2022
- FMF (Mexico Soccer Federation) A International Coaching License
- Increased student participation in athletics.
- Successfully expanded soccer and other athletic programs through community outreach and fundraising in Coachella Valley, Riverside, Los Angeles and San Bernardino.
- Earned recognition for outstanding leadership and sportsmanship as a professional soccer player from Mexican Federation of Soccer.



Coaches

2025/2026

Jake Marin Corona - High School Soccer (*Head Coach*) , High School Cross Country (*Head Coach*) , Track & Field Coach

Experience

- Athletic Director - South Hills Academy (2022 - Present)
- General Manager & Director of Coaches - Desert Football Club (2021 - Present)
- Club Founder & Women's Coaching Director - Lobos FC (2018 - Present)
- Men' s Soccer Head Coach - California Miramar University (2023-2024)
- Women's Soccer Head Coach - Don Lugo High School (2022 - 2025)
- Middle School Sports Director - South Hills Academy (2024 - Present)
- Middle School Flag Football Head Coach - South Hills Academy (2024 - Present)

Camryn Moreno - High School Basketball (*Head Coach*) , Middle School Volleyball (*Head Coach*)

Experience

- Basketball Program Director & Coach - City of West Covina (2022 - Present)
- Middle School Volleyball Coach - South Hills Academy (2024 - Present)
- Middle School Basketball Coach - South Hills Academy (2024 - Present)

Nicholas Padron - High School Basketball (*Assistant Coach*) , Track & Field (*Assistant Coach*) , High School Soccer (*Assistant Coach*)

Experience

- Women's Soccer Assistant Coach - Don Lugo High School (2022 - 2025)
- Boy's Basketball Assistant coach - South Hills Academy (2024-2025)



Micheal Daniel Cruz - Middle School Football (*Assistant Coach*),

Experience

- Middle School Flag Football Head Coach - South Hills Academy (2024 - Present)





South Hills Academy

A Christian Private Pre-K to High School: Educating Students since 1957

High School at South Hills Academy

At South Hills Academy, we prioritize our students' unique needs to give them a competitive edge in university admissions.

Our specialized courses, small class sizes, and AP/Hybrid classes, aligned with UC A-G standards, ensure they are well-prepared for both academic success and real-world challenges.



[626-919-2000](tel:626-919-2000)



shacademy.org



goka@shacademy.org

5A4

High School at South Hills Academy

At South Hills Academy, we are dedicated to academic excellence and personalized learning, offering both traditional and hybrid courses designed to meet the diverse aspirations of our students. Our innovative approach creates a dynamic learning environment where students are empowered to excel, thrive, and achieve their full potential.

A. History/Social Science

World History

World History is a survey of Western civilization from prehistoric times to World War I and includes physical geography of the time period. History is the study of man's response to the creation and cultural mandates given at creation. Vocabulary – people, places, events, terms – are all important to the study of history and will be included, along with many time management and study skills in the teaching/learning processes in this course. The focus is on the cultures and creeds which form the foundation of Western society. Lessons will be balanced among cultural, political, military, and religious developments.

U.S. History

U.S. History is a survey of our nation's development from the Age of Discovery to the present. Emphasis is placed on the student developing an understanding of the basic principles of American government, economics, social makeup, diplomacy, and military experiences of the American people. The class attempts to use American History as the informational base for the development of college-level listening, note-taking, and reading skills. U.S. History is taught from a perspective in that the contributions of believing people to our nation's development are highlighted. Major revivals and other social movements in which the church has played an integral part are emphasized, and the influence of principles on the establishment and ongoing functioning of American society is stressed.

Economics

Economics is a study of the economic system of the United States, as well as a review of other economic systems. The course is designed to teach students to be good stewards of the limited resources available in our world today. Students will be taught the fundamentals and benefits of the free enterprise system, current business practices, and personal finance. The primary emphasis of this class is to prepare students for micro- and macro-economics at the college level. The necessity to find the best use for the talents and resources supplied us with is at the root of economics. The Biblical mandate for wise stewardship and the necessity for people to be both industrious and charitable are emphasized.

Geography

Geography explores the physical and human aspects of the world, teaching students about Earth's landscapes, environments, and the ways people interact with their surroundings. The course covers topics like landforms, climate, ecosystems, and natural resources, as well as population growth, urbanization, and cultural diversity. Students learn to read and interpret maps, understand spatial relationships, and analyze global issues like environmental sustainability, globalization, and migration. Geography encourages critical thinking about the impact of human activities on the planet and fosters an understanding of global connections, preparing students for further studies in environmental science, history, or international relations.

American U.S. Government

American Government is a look into the US federal government, as well as a forum to discuss issues relevant to today's society. The course is intended to equip students to participate in their government by exercising their responsibilities as citizens and to appreciate the benefits of liberty. Students will take on additional responsibility for their own acquisition of knowledge in political – governmental affairs through weekly reports on current events, and biography presentations of current important figures in American government by doing “Who Governs and to What Ends” presentations, as well as American Common Law by doing multiple legal briefs and accompanying presentations.

AP European History

AP European History offers a robust exploration into Europe's diverse history. From the social shifts of the Renaissance to the ideological changes in modern times, the course covers a broad range of themes. It focuses on critical analysis and interpretation of historical events, documents, and artifacts, providing students with a complete understanding of European history. Students will explore topics like the Enlightenment, Industrial Revolution, World Wars, and the European Union, gaining valuable insights into the continent's evolution over centuries.

AP Comparative Government and Politics

This course immerses students in a rigorous examination of government systems across various countries. It aims to equip students with a nuanced understanding of the political institutions, processes, and policies of different nations. Topics explored include electoral systems, political cultures, and the role of political entities in shaping public policy. By engaging in comparative analyses, students will develop the ability to discern patterns and distinctions in political systems globally. Through discussions, critical evaluations, and analysis of real-world scenarios, students will foster a comprehensive understanding of how different governments operate and interact on the global stage.

AP Human Geography

AP Human Geography offers a profound exploration into the patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will delve into topics such as population and migration patterns, cultural and political organization of space, and urban and rural land use. The course promotes critical thinking and spatial analysis, enabling students to examine human social organization and its environmental consequences. Through engaging discussions, case studies, and analysis of geographic data, students will develop the skills to better understand the interconnectedness of people and places across the globe.

B. English

English Second Language

ESL Beginner is designed for students who are new to the English language. This course focuses on basic vocabulary, grammar, and everyday conversational skills. Students will engage in interactive exercises, role-playing, and multimedia activities aimed at improving their language skills.

ESL Advanced is geared towards students who already have a foundational grasp of English and want to take their skills to the next level. The course covers advanced vocabulary, idiomatic expressions, and complex grammatical structures. Students will engage in reading comprehension, essay writing, and oral presentations.

English I

English 1 focuses on developing students' foundational language arts skills. The curriculum includes reading and analyzing a variety of literary works such as short stories, novels, plays, and poetry. Students also work on improving their writing, learning how to craft well-structured essays, and understanding grammar and vocabulary. The class emphasizes critical thinking, comprehension, and clear communication, helping students build the skills they will need for more advanced English courses in the future.

English II

English 2 builds upon the foundational skills developed in English 1, with a focus on deeper literary analysis and more advanced writing techniques. Students read a wider range of texts, including world literature, novels, plays, and non-fiction, exploring themes, character development, and literary devices. Writing assignments typically involve more complex essays, such as argumentative and analytical essays, requiring students to support their ideas with evidence from the texts. English 2 also emphasizes refining grammar, expanding vocabulary, and improving public speaking and presentation skills.

English III

English 3 focuses on American literature and continues to develop students' analytical reading and writing skills. Students read classic and contemporary works, exploring key themes, historical contexts, and literary movements, such as realism, romanticism, and modernism. Writing assignments often include research papers, literary analysis, and persuasive essays, requiring students to engage critically with texts and incorporate outside sources. In addition to refining grammar and vocabulary, English 3 emphasizes critical thinking, helping students to connect literary works with broader societal issues and preparing them for more advanced writing and analysis.

English IV

English 4 is the culmination of a student's language arts education, focusing on British literature or world literature. The course emphasizes advanced literary analysis, where students explore themes, symbols, and literary techniques in works from different time periods and cultures. Students are expected to write sophisticated essays, including argumentative, analytical, and research-based papers. There is also a strong emphasis on refining communication skills, both written and oral, as students prepare for college-level writing or professional communication. English 4 encourages independent critical thinking and a deeper understanding of how literature reflects human experiences and societal issues.

C. Mathematics

Integrated Math I

This first year algebra course includes topics such as arithmetic and evaluation of expressions involving signed numbers, exponents and roots, properties of real numbers, equations and inequalities involving absolute value, scientific notation, unit conversions, solution of equations in one unknown and simultaneous equations, polynomials, rational expressions, the Pythagorean theorem, functional notation, solution of quadratic equations by factoring and completing the square, direct and inverse variation, exponential growth, statistics and probability. Geometric topics of perimeter and area of two-dimensional regions, along with surface area and volume of a wide variety of solids, are included in Integrated Math 1.

Integrated Math II

This course includes the practical application of geometry concepts, postulates, and theorems. The course examines inductive and deductive reasoning; congruency and similarity of triangles and other polygons; characteristics of parallel and perpendicular lines, circles and right angles; and relevant problem solving and application of geometric theorems, loci, planar and spatial measurements to real world problems. The graphics calculator and other geometry tools are integrated into this course.

Integrated Math III

This course is intended for students who seek to understand the practical application of geometry concepts, postulates, and theorems. The course examines inductive and deductive reasoning; congruency and similarity of triangles and other polygons; characteristics of parallel and perpendicular lines, circles and right angles; and relevant problem solving and application of geometric theorems, loci, planar and spatial measurements to real world problems. The graphics calculator and other geometry tools are integrated into this course.

Pre-Calculus

Pre-Calculus is an advanced, hybrid mathematics course designed to prepare the student for advancement into a college level Calculus course. This course will integrate what a student has learned from both Algebra II and from Geometry. Topics include solving both simple and advanced equations, polynomial, rational, and conic functions and their graphs, exponential and logarithmic equations, advanced trigonometry, polar equations, systems of equations with matrices, analytic geometry, and data analysis, limits, and intro to derivatives. Extensive use of the graphing calculator and practical word problems are also integrated into the class.

AP Pre-Calculus

This course serves as a stepping stone for students planning to take AP Calculus. It provides a comprehensive review of advanced algebraic concepts, trigonometry, and mathematical modeling. The course focuses on equipping students with the skills they need to solve complex problems and to understand the mathematical theories that they will encounter in calculus. It is a demanding course intended to prepare students for college-level mathematics.

AP Calculus AB

This course is designed to prepare the student for the AP Calculus AB exam, given each year in May. An Advanced Placement (AP) course in Calculus consists of a full high school year of work that is comparable to a semester college Calculus course. It is expected that students who take an AP course in Calculus will seek college credit, college placement, or both, from institutions of higher learning.

AP Calculus BC

AP Calculus BC is designed to challenge and prepare students for college-level mathematics. Building on the foundation of AP Calculus AB, this course delves into advanced calculus topics such as series and polar coordinates. Students with a strong mathematical background will thrive in this class. It emphasizes not only mathematical theory but also practical problem-solving skills, with a focus on real-world applications. Graduates of this course are well-equipped for further studies in mathematics, engineering, or physical sciences.

AP Statistics

AP Statistics offers students a practical and in-depth exploration of the world of data analysis. This course covers both descriptive and inferential statistics, empowering students to collect, analyze, and draw meaningful conclusions from data. It's not just about numbers; it's about understanding the stories data can tell. Whether pursuing a career in data analysis or simply seeking a solid foundation in statistical thinking, this course equips students with essential skills that are applicable in countless fields and real-life situations.

D. Laboratory Science

Biology

Biology is the study of living things. The course examines the molecules, cells, organ systems, and genetics of living creatures, and their relationships with each other and their surroundings. Lab activities will be dispersed throughout the curriculum. This course allows students to establish a foundation that will help prepare them for upcoming required science courses in high school, college, and/or potentially a technical career that uses science to help people.

Chemistry

Chemistry is a course designed to teach the student the basics of the chemistry of life. It includes an integrative and interactive schedule, where labs are frequently used for learning purposes. Be prepared for the rigors of a math-centered subject and commonplace use of critical thinking skills. This class is the prerequisite for Advanced Placement Chemistry and will be beneficial to students looking to enter the medical, nursing, and science fields in college.

Physics

High school Physics introduces students to the fundamental principles that govern the physical world, including concepts like motion, forces, energy, momentum, waves, electricity, and magnetism. The course emphasizes problem-solving and critical thinking, often using mathematical formulas to explain natural phenomena. Students learn through hands-on experiments, labs, and demonstrations, which help them connect theoretical knowledge to real-world applications. Physics also lays the foundation for understanding advanced scientific concepts, preparing students for further studies in fields like engineering, chemistry, and environmental science. The course encourages curiosity about the laws of nature and how the universe operates.

Forensic Science

Forensic Science is a class that will use the rules of scientific investigation to examine crimes and crime scenes for analysis and conclusions. It will emphasize critical thinking and problem solving through the use of real-world forensic science methodologies. Crime scene analysis will include examination of ballistics, weapon analysis, rules and procedures for investigation of crimes and crime scenes. Methodologies must include 1) observations 2) hypotheses 3) collecting and classifying data 4) testing hypotheses and 5) formulating conclusions. In addition, the rules and procedures of Forensic Science will be applied to historic crimes, such as the assassinations of JFK, RFK, and others.

AP Biology

AP Biology immerses students in the fascinating world of life sciences. From cellular processes to genetics and ecosystems, students gain a deep understanding of the intricate mechanisms that govern life on Earth. Hands-on laboratory work is an integral part of this course, allowing students to conduct experiments and explore biological concepts in practical ways. With a strong focus on critical thinking and scientific inquiry, AP Biology prepares students for advanced studies in biology and related fields, nurturing the next generation of scientists.

AP Chemistry

AP Chemistry offers a comprehensive exploration of the fundamental principles of chemistry. Students dive into advanced theories, equations, and chemical structures. Laboratory experiments are a central component of the course, providing opportunities for students to conduct complex experiments and calculations. This course is well-suited for students with a strong mathematical and scientific background who aspire to pursue careers in chemistry, medicine, or related fields. It equips students with the analytical and problem-solving skills needed to excel in these disciplines.

AP Physics

AP Physics offers a thorough exploration of fundamental principles in mechanics, encompassing the study of motion, forces, energy, and more. This course is designed to provide students with a solid foundation in physics and critical thinking skills. Through hands-on experiments and problem-solving, students gain a deep understanding of the physical world. It's an ideal choice for those with a strong interest in physics and the desire to apply scientific principles to real-world scenarios. Upon completion, students are well-prepared for further studies in physics or related fields.

E. Foreign Language

Spanish I

Spanish I teaches multiple oral and written language acquisition techniques, including basic vocabulary and grammar structures. Daily use of the language lab components will ensure a higher-level proficiency. Students are required to have a computer for this course. Memorization will be required, skills which will enable students to interact with others while on mission and beyond. Students will be introduced to the colorful and varied culture of several countries in which Spanish is the primary language.

Spanish II

Spanish II is a high beginning to low intermediate study of the Spanish language and its many cultures. This course builds upon the vocabulary and grammar concepts learned in Spanish I.. Students are required to have a computer for this course. Students will record conversations and practice listening skills on a regular basis with an emphasis on perfecting their communication skills. They will recognize that they are uniquely designed to communicate, fellowship with each other, this course aims to enhance a student's usefulness in service, in addition to improving his/her vocational opportunities.

French I

French I course teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

French II

French II course teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

F. Visual and Performing Arts

Art Appreciation

Art Appreciation course is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Music Appreciation

This course is designed for students who wish to develop basic musical playing skills, or those who wish to expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and learning pieces. Time will also be spent on group instruction, musical notation, and theory. The nature of this class requires individual responsibility.

AP Art History

AP Art History invites students to explore the expansive world of art, unveiling the diverse array of artistic expressions across different cultures and historical periods. The course covers a broad spectrum of art forms, from ancient sculptures to modern installations, encouraging a deep appreciation and critical understanding of art and its contextual significance. Through engaging discussions, visual analysis, and interpretive writing, students will delve into the various thematic, stylistic, and cultural aspects of art. This course not only fosters a comprehensive understanding of art history but also hones analytical and evaluative skills, preparing students for further studies in art, history, or related fields.

AP Music Theory

AP Music Theory delves into the intricate world of music composition and analysis. Students explore fundamental aspects of music, from notation and scales to harmony and form. The course develops both listening and composition skills, enabling students to analyze music from various eras and genres and create their compositions. Whether aspiring to be musicians, composers, or musicologists, this course equips students with the knowledge and skills needed to excel in the world of music.

G. College-Preparatory Electives

Computer Science

The Computer Science course is an introduction to computer programming. Students will learn to create graphics and animations using an easy-to-learn but powerful programming language. Additionally, students will explore programming for video games, robotics, 3D printing, and drones.

Fitness & Nutrition

Fitness & Nutrition in high school educates students on the principles of maintaining a healthy lifestyle through exercise and proper nutrition. The course covers topics like physical fitness, strength training, cardiovascular health, and flexibility, while also teaching the importance of balanced diets, macronutrients, and the impact of food choices on overall health. Students engage in physical activities to improve personal fitness levels and learn how to create fitness plans tailored to their goals. Additionally, they explore topics such as body image, metabolism, and the role of mental health in physical well-being. Fitness & Nutrition equips students with lifelong habits for physical and mental health.

Journalism and Yearbook

Journalism and Yearbook in high school offer students hands-on experience in media production and publication. In Journalism, students learn the fundamentals of reporting, writing, editing, and interviewing, focusing on ethical journalism practices and storytelling across different media platforms. They may contribute to school newspapers or digital news outlets, gaining skills in research, communication, and layout design. In Yearbook, students are responsible for documenting the school year by creating the yearbook. They engage in photography, graphic design, writing captions, and organizing content. Both courses emphasize collaboration, creativity, time management, and attention to detail, preparing students for future careers in media, communication, or design.

AP Macroeconomics

AP Macroeconomics provides students with a thorough understanding of the principles governing economic systems on a large scale. The course covers fundamental topics such as national income, economic growth, inflation, unemployment, and monetary and fiscal policy. Through engaging discussions, real-world case studies, and analytical exercises, students will learn to evaluate economic indicators and policy actions. This course lays a solid foundation for further studies in economics, business, or related fields, equipping students with the knowledge to analyze and interpret macroeconomic events and policies.

AP Microeconomics

This course delves into the economic principles that apply to individual decision-makers, both consumers and producers, within the larger economic system. Students will explore topics such as supply and demand, market structures, consumer behavior, and production costs. Through a blend of theoretical analysis and practical applications, students will develop a deep understanding of how microeconomic factors influence everyday decisions. AP Microeconomics not only prepares students for further studies in economics or related fields but also provides valuable insights into the workings of individual markets and the broader economy.

Principles of Health Science

Principles of Health Science provides knowledge and skills students need for careers in health care. Students explore the services, structure, and professions of the health care system and get guidance on choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine. Students focus on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership. In addition, students will expand their understanding of health and safety systems, how to address emergency situations, and deal with infection control issues. Students will also explore topics in medical science, terminology, procedures, and regulations - including an overview of physiology and medical measurements.

Introduction to Entrepreneurship

Intro to Entrepreneurship provides students with a foundational understanding of starting and managing a business. The course explores key concepts such as business planning, identifying market opportunities, innovation, and risk management. Students learn about the entrepreneurial mindset, focusing on creativity, problem-solving, and decision-making skills. They often engage in hands-on projects, like developing business ideas, creating marketing strategies, and pitching business plans. The course also covers essential topics like financing, budgeting, and the role of technology in business. Intro to Entrepreneurship prepares students for real-world business ventures and fosters skills like leadership, teamwork, and adaptability.

Principles of Business, Marketing, and Finance

Principles of Business, Marketing, and Finance provides the knowledge and skills students need for careers in business and marketing. Students begin exploring roles and functions that business and marketing play in a global society, develop an understanding of the market place, as well as understanding product placement and promotion. Students analyze the impact of government, legal systems, and organized labor on business; develop an understanding of business communications and management; and explore legal, ethical, and financial issues in business and marketing. Furthermore, students delve into basic economic concepts including personal finance, economic systems, cost-profit relationships, and economic indicators and trends.

Sociology

This course delves into the study of human society and social behavior. Students will explore topics such as social institutions, group dynamics, and societal roles. It aims to provide a comprehensive understanding of the intricacies of human interaction and the societal structures that influence behavior. This course combines theoretical knowledge with real-world case studies to offer a well-rounded perspective on sociology.

Psychology

Psychology course provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

AP Psychology

AP Psychology provides students with a deep understanding of human behavior and mental processes. Covering topics from the biological basis of behavior to psychological disorders and treatments, this course immerses students in the fascinating field of psychology. The course encourages critical thinking and analytical skills, allowing students to explore the complexities of the human mind and behavior. Whether aspiring to pursue psychology in higher education or simply interested in understanding the intricacies of human nature, this course provides a strong foundation.

Advanced Placement & Hybrid Courses

We understand that students have diverse interests. AP courses in hybrid, online, and traditional in-person formats. By integrating UC Scout, APEX Learning, and Accelerate Education with teacher-led instruction, we create a hybrid model that enhances student outcomes.

Economics Honors	Modern World History from 1450
Personal Communication	Modern World History from 1600
Computer Applications	Spanish I
College & Career Preparation I	Spanish II
College & Career Preparation II	Spanish III
Information Technology Applications	German I
Business Applications	German II
Health Extended	French I
Health Abstinence	French II
Art Appreciation	AP® Spanish Language
Sociology	U.S. History since the Civil War
Multicultural Studies	U.S. History since the Civil War - Honors
U.S. Government & Politics	U.S. History - Honors
U.S. Government & Politics – Honors	World History to the Renaissance
U.S. History to the Civil War	World History to the Renaissance - Honors
Geography & World Cultures	World History – Honors
Geography & World Cultures – Honors	AP® English Literature & Composition
AP® U.S. Government & Politics	AP® English Language & Composition
AP® Microeconomics	AP® U.S. History
Reading Skills & Strategies	English 9 – Honors
AP® Macroeconomics	English 10 – Honors
AP® Psychology	English 11 – Honors
Media Literacy	English 12 – Honors
Creative Writing	English Foundations I
Writing Skills & Strategies	English Foundations II
Psychology	Probability and Statistics
Financial Literacy	Introductory Algebra
Algebra, Functions, and Data Analysis	Liberal Arts Math I
Accounting I	Mathematics I
Accounting II	Mathematics II
Principles of Information Technology	Mathematics III
Principles of Business, Marketing, and Finance	Math Foundations II
Principles of Health Science	Mathematics of Personal Finance
Geometry – Honors	Precalculus
Algebra I – Honors	Precalculus - Honors
Algebra II – Honors	AP® Calculus AB
Human Resource Principles	SAT Math
Legal Environment of Business	SAT Reading
Introduction to Business and Technology	SAT Writing and Language
Liberal Arts Math II	ACT Reading
Health Opportunities through Physical Education (HOPE)	ACT Mathematics
Music Appreciation	

Advanced Placement & Hybrid Courses

AP® Biology	SAP Biology A&B
AP® Chemistry	AP Calculus AB A&B
AP® Environmental Science	AP Calculus BC A&B
Earth Science	AP Chemistry A&B
Earth Science – Honors	AP Computer Science A A&B
Physical Science	AP Computer Science Principles A&B
Biology – Honors	AP English Language and Composition A&B
Chemistry – Honors	AP English Literature A&B
Physics – Honors	AP European History A&B
Environmental Science	AP Physics 1 A&B
Computer Science Essentials	AP Psychology A&B
Chemistry in the Earth System	AP Spanish Language and Culture A&B
The Living Earth	AP Statistics A&B
Physics of the Universe	AP United States Government and Politics A&B
Biology II - Ecology	AP United States History A&B
AP® African American Studies	AP World History Modern A&B
AP® Art History	AP® German Language and Culture
AP® Biology	AP® Human Geography
AP® Calculus AB	AP® Macroeconomics
AP® Calculus BC	AP® Music Theory
AP® Chemistry	AP® Physics 1
AP® Comparative Government and Politics	AP® Physics 2
AP® Computer Science A	AP® Physics C: Electricity and Magnetism
AP® Computer Science Principles	AP® Physics C: Mechanics
AP® English Language and Composition	AP® Psychology
AP® English Literature and Composition	AP® Spanish Language and Culture
AP® Environmental Science	AP® Statistics
AP® European History	AP® U.S. Government and Politics
AP® French Language and Culture	AP® U.S. History
	AP World History

Online platforms like Apex Learning, UC Scout, and Accelerate Education offer structured digital courses, delivering lessons, assignments, and assessments through a website. Instruction can be self-paced or live, with teachers providing feedback and support. These platforms track student progress and offer flexibility, often supplementing traditional schooling or providing access to specialized courses. Apex Learning frequently focuses on standardized curriculum and credit recovery, while UC Scout is typically affiliated with universities, offering college-preparatory coursework. Accelerate Education provides a range of online curriculum options, often used by schools and districts for personalized learning and alternative education pathways.

SOUTH HILLS ACADEMY SCHOOL PROFILE 2024-2025



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ACCREDITATION & HONORS

WASC K-12 Accredited

(Western Association of Schools and Colleges)

SEVP K-12 Accredited

(Student and Exchange Visitor Program)

ACSI Member & K-8 Accredited

(Association of Christian Schools International)

Cognia K-12 Candidate

College Board Member

2023 AP Honor Roll (Advanced Placement)

SAT & AP Test Center

NCAA High School

OUR SCHOOL COMMUNITY

South Hills Academy (SHA) is a highly-rated, private, Christian boarding school located in West Covina, California, spanning over 6.5 acres. Established in 1957, the school now serves 300+ students in grades PreK-12, boasting an impressive student-teacher ratio of 15:1.

SHA is dedicated to academic excellence, reflected in its 'A' overall Niche grade and a 100% acceptance rate to the top 100 U.S. universities. The school provides a wide array of academic, athletic, and cultural opportunities, including more than 30 hybrid AP courses. Its student body is culturally diverse, featuring boarding students and international representation from over 11 countries.

SHA prepares graduates not only for academic success but also for becoming responsible global citizens and future contributors to society. The school operates under a rolling admission policy, ensuring quality education is accessible to everyone.

GRADUATION & DIPLOMAS

High School Diploma (240 A-G Credits)
At least one competitive extracurricular activity
A) History: 20
B) English: 40
C) Mathematics: 30
D) Science: 20
E) Language other than English: 20
F) Visual Arts: 10
G) College-preparatory Elective Coursework: 80
Physical Education: CA HS Requirement: 20

GRADING & CLASS RANK

A+: 100% - 97%	A: 96% - 93%,	A-: 92% - 90%
B+: 89% - 87%,	B: 86% - 83%,	B-: 82% - 80%
C+: 79% - 77%,	C: 76% - 73%,	C-: 72% - 70%
D+: 69% - 67%,	D: 66% - 63%,	D-: 62% - 60%
F: < 59 %		
I: Incomplete	IP: In Progress	W: Withdrawal

*A grade of D or lower in any class will not be credited toward graduation requirements.

SHA does not calculate class rank.

AP and Honors classes are weighted by one point



Probationary School Evaluation Form

School Name Aveson Global Leadership Academy

Principal Aaron Gerwer

Athletic Director Daniel Mercado

Date of Contact

Notes

Visit/Phone 4/25/2025 Phone Interview w/Principal see below in comments

Enrollment	Current	Next Year
Grade 9		
Grade 10		
Grade 11		
Grade 12	207 (CA Dashboard)	210

** NOTE: The request for updated enrollment numbers and projections by grade level was requested and the school failed to provide them.

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 (Varsity)			

** NOTE: The request for the number of participants was requested and the school failed to provide them.

Facility Updates: Relocated due to the Eaton Canyon fire and will be moving to a new site in the future

Assistant Commissioner Comments: _____

EC Visiting Member Comments:

- Aveson GLA has a new principal (experience in Philadelphia with little understanding of CIF) and a new AD (first year).
- The principal emphasized the desire to build athletic programs as they are essential to support the academic program.
- The Eaton Canyon Fire had a negative impact on the school - displaced the campus, van burned, loss of athletic equipment.
- Fielded 1 varsity level sport at the high school level with all others centered at the middle school (combined 6th grade through 12th grade). There was not a female sport offered at the high school level, and the school did not offer sports in each season. .

Membership Recommendation: ☐ Full Membership ☐ Probationary ☒ **Drop Membership**

Mitchell Brunyer - Mitchell Brunyer, Mt. SAC Area Representative

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



AVESON SCHOOLS

*A School of
Possibilities*

CIF Summary

During the 2024-25 season, Aveson Global Leadership Academy went to great lengths to begin implementing CIF sports programs at its institution. The sports offered were Boys/Girls Cross Country, Girls Flag Football, Boys/Girls Volleyball, Boys/Girls Soccer, Boys Basketball, and Boys/Girls Track & Field.

Many of the challenges faced were fairly normal for a new member institution: finding suitable competitors, budget restrictions, student interest and participation, and which sports to offer. However, AGLA was faced with its biggest challenge when the Eaton Canyon fires began. Students and staff were displaced, our sister school burned down completely, and we had no access to our sports equipment, which was now unusable due to the smoke damage that has now rendered our building obsolete. We were moved to a new campus, where we had to restart our communications and eligibility process with our students. We had a successful inaugural basketball season, successfully finding schools to face and were even invited to join a league for next year.

We are currently trying to build a track team that can find meets to participate in and gearing up for a much-delayed boys volleyball season if we can find schools and games. Our middle school league has become more of a feeder institution for participation in high school sports, which has helped tremendously. In the summer we will begin setting schedules for our sports team for the entire school year.

Sincerely,

Aaron Gerwer

Aaron Gerwer

Site Director AGLA



**2025-2026
CIF SOUTHERN SECTION
MEMBERSHIP**

**DNA ACADEMY EVALUATION
TO BE SHARED AT
THE EXECUTIVE COMMITTEE
MEETING**



Probationary School Evaluation Form

School Name Entrepreneur High School-Fontana

Principal Diyaira Durham- New Principal at beginning of the year

Athletic Director Will Kimble - New AD at school beginning of the year

Date of Contact

Visit/Phone 4/14/25- 30 min phone call

Notes

see EC member comments

Enrollment---	Current	Next Year
Grade 9	120	125
Grade 10	137	125
Grade 11	124	140
Grade 12	121	125

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 (var)	16	Volleyball (jv/var)	21
Soccer (jv/var)	35	Basketball (var)	7
Baseball (var)	18	Softball var)	13
		Cheer	20 - (17females, 3 males)

Facility Updates: They have not held any sports on campus, but have secured facilities for teams to practice and play. There are plans that have been approved to build a sports complex for the school.

Assistant Commissioner Comments: _____

EC Visiting Member Comments: They did not field an 8 man fb team nor did they field a cross country team because of the change in Athletic Director at the beginning of the season. They have already hired a coach and is recruiting for next year already. Had 14 girls on soccer roster but because werent showing up for practice consistently the school shut it down for the year. Plan is to still have soccer next year. Plans are being put in place to play schools in the tri-city league as possible league to join in a year. New AD laying down the foundation of sports and continuing to grow the teams with good coaches and having the stability of the AD role. Its the 3 principal and AD in 3 years

Membership Recommendation: ☐ Full Membership ☒ Probationary ☐ Drop Membership

Kai Lyles-

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

Revised 4/8/2024



Entrepreneur High School – Fontana
7775 Sierra Ave.
Fontana, CA 92336
909-200-7148
March 28, 2025

Sharon Hodge
Assistant Commissioner
CIF Southern Section
sharonh@cifss.org

Greetings,

On behalf of Entrepreneur High School – Fontana, I am pleased to submit our CIF Southern Section probationary member evaluation for the 2024–2025 school year. This has been a meaningful year of growth and development for our athletic program, and we are proud of the progress we've made in laying a strong foundation for future success.

Sports Offered

We successfully fielded the following CIF sports during the school year:

- **Fall Sports:**
 - Coed Cross Country
 - Girls JV and Varsity Volleyball
- **Winter Sports:**
 - Boys Varsity Basketball
 - Girls Varsity Basketball
 - Boys Varsity Soccer
 - Girls Varsity Soccer
- **Spring Sports** (*currently in season*):
 - Baseball
 - Softball
- **Fall and Winter**
 - Competitive Cheer

While we were unable to field **Co-ed Cross Country** and **Girls Varsity Soccer** this year due to limited early-season participation, we are excited to share that we have secured strong coaching candidates for both sports. Additionally, interest among our students has increased significantly, and we are confident that both programs will launch successfully in the 2025–2026 school year.

Athletic Facilities

We have made key strides in securing appropriate facilities for all sports:

- **Soccer** games and practices were held at off-site location Central City Park in the city of Fontana
- **Basketball and Volleyball** games were held in partnership with nearby gymnasiums.
- **Baseball and Softball** are currently utilizing local parks for practice and competitions at Bill Martin Park in the city of Fontana.
- We are continuing to improve safety and emergency response by equipping coaches with portable AEDs and coordinating the installation of fixed AED units in designated athletic areas.

Program Experience and Overview

This year's athletics experience was marked by improved structure, growing student-athlete participation, and strong community support. Our coaching staff completed required certifications and demonstrated a deep commitment to student development, both athletically and personally. Athletes have shown resilience, teamwork, and dedication across all programs.

We've also continued to build systems around scheduling, transportation, eligibility tracking, and athletic clearances that will serve as a strong foundation for future growth.

Conclusion

Entrepreneur High School – Fontana remains committed to the mission and values of the CIF Southern Section. We are proud of what we've accomplished in our probationary year and are eager to take the next step toward full membership. We look forward to hosting a follow-up visit from a member of the Executive Committee in April and to your consideration at the May 13, 2025 meeting.

Thank you for your continued support and leadership. Please do not hesitate to reach out if further information is needed.

Sincerely,
Will Kimble
Athletic Director
Entrepreneur High School – Fontana
Email: w.kimble@realjourney.org
Phone: (909) 602-4607



Probationary School Evaluation Form

School Name First Baptist Schools Long Beach

Principal Carl Vallestros

Athletic Director Juan Hernandez

Date of Contact

Notes

Visit/Phone 4/17/25 phone call Juan will email me the numbers for enrollment and participants

Visit/Phone 4/23/25 email and phone call to follow up on the numbers for enrollment and participants

Enrollment	Current	Next Year
Grade 9	12	15
Grade 10	10	15
Grade 11	11	15
Grade 12	9	15

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	9	JV and Varsity Girls Volleyball	12- JV 8- Varsity
JV and Varsity Basketball	9- JV 11- Varsity	Varsity Basketball	14
Varsity Volleyball	8	Track and Field	9

Facility Updates: They have a gym on campus and use Chittick Field (1900 Walnut Ave. Long Beach) for Track and Field.

Assistant Commissioner Comments: _____

EC Visiting Member Comments: This year, they fielded boys and girls sports in each season and have plans to add girls cross country in the fall and boys track and field in the spring next year.

Membership Recommendation: ☒ Full Membership ☐ Probationary ☐ Drop Membership

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



FIRST BAPTIST SCHOOLS

1000 Pine Avenue, Long Beach, CA 90813 | www.firstbaptistschools.org | 562.432.8447

March 26, 2025

To whom it may concern:

Hello, my name is Juan Hernandez. I am the athletic director at First Baptist Schools in Long Beach. This past year our school had the privilege to continue our process to join CIF Southern Section and we counted it as an honor. In 2024-2025 we had the opportunity to field for the fall season Boys Cross Country and JV and Varsity Girls Volleyball, for the winter season we had JV and Varsity Boys and Varsity Girls basketball teams, for the spring season we were able to field and participate in Varsity Boys Volleyball as well as Girls Track and Field.

We are grateful again that CIF schools allowed us to scrimmage their teams and had a great time competing against them. These schools were well organized and helped us learn what it takes to be part of CIF Southern Section. We were able to schedule games this 2024-2025 season and if granted CIF membership we are set to join WAC Western Athletic League to play our games.

Thank you again for the opportunity. Our school is looking forward to being part of CIF Southern Section as a member.

Sincerely,

Juan Hernandez, Athletic Director

First Baptist Long Beach

Over 30 years of quality, Christ-centered education.

Dave Delaney, Pastor

Carl Vallesteros, Administrator



Probationary School Evaluation Form

School Name: Gorman Learning Center - Antelope Valley

Principal : Gem Ross / Jaimie Stepro

Athletic Director : Darla Enos-Lopez (denos-lopez@gormanlc.org)

Date of Contact

Notes

Visit/Phone: Phone April 16, 2025

Visit/Phone: Visit, April 17, 2025

Enrollment	Current	Next Year
Grade 9	92 on/off campus students	TBD
Grade 10	88 on/off campus students	TBD
Grade 11	84 on/off campus students	TBD
Grade 12	73 on/off campus students	TBD

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	2	Cross Country	1
Basketball	12	Basketball	3
Volleyball	14	Volleyball	15
Track and Field	2	Track and Field	1

Facility Updates: Total floor (wood) resurfacing in the gym, New lighting system in full gym, Paint in foyer, and locker rooms. New fire sprinkler system in gym

Assistant Commissioner Comments: _____

EC Visiting Member Comments: Gorman Learning Center has made significant strides in updating its facilities and expanding its athletic offerings throughout the school year. Last year, the school was placed on probationary status due to not fielding both a boys' and a girls' sport in every season. Over the past year, however, Gorman Learning Center has successfully addressed this issue by offering the required sports and meeting all other criteria necessary for full membership. Their efforts demonstrate a strong commitment to student engagement and program development.

Membership Recommendation: ☒ Full Membership ☐ Probationary ☐ Drop Membership


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

3	Sept 26	Thurs	TBD	Vasquez - Sheldon S.	H.L. meet
4	Oct 10	Thurs	TBD	Desert Christian - Rachel	Cluster 1
5	Oct 17	Thurs	4pm	South Fork Trail	Cluster 2
6	Nov 7	Thurs	TBD	Vasquez - Sheldon S.	Finals

Note: Heritage League "Cluster" Meet are mandatory for scoring

LEAGUE FINALS	Joshua R.	Ezra G.	Jocelyn R.
Fastest time	16:09	16:09	20:46
Runners time	22:46	25:07	33:42
Longest time	36:03	33:03	41:25
Placement/Rank	58/90	76/90	52/57



Our WINTER sports offer boys and girls JV basketball. The boys team, under new coach G. Reyes, fought hard and grew tremendously. We had a 5/12 season, one great tournament, and look forward to the 25/26 season as we only have 2 athletes graduating this year. We offered girls JV Basketball, yet we did not have enough girls to field a team. The girls that wanted to participate became managers for the boys team helping with practices, scoring, and stats.

24/25 Boys JV BASKETBALL Schedule

	DATE	OPPONENT	TIME	TEAM	LOCAL	DOW	FINAL
1	12/3	Trinity Classical	3pm	JV	Away	Tues	L 48/67
2	12/5	Trinity Classical	4pm	JV	HOME	Thurs	L 44/60
3	12/10	D Christian	4pm	JV	HOME	Tues	W 55/27
4	12/12	PAC	5pm	JV	Away	Thurs	W 49/45
5	12/17	Vasquez	3:30p	JV	Away	Tues	L 44/66
6	1/7	TPAA	4pm	JV	Away	Tues	L 47/25
7	1/9	Golden Valley	4pm	JV	HOME	Thurs	L 58/29
8	1/15	Golden Valley	6:30pm	JV	Away	Tues	CANCELLED

9	1/16	Santa Clarita Christ	7pm	JV	Away	Thurs	L 69/29
10	1/22	PAC	4pm	JV	HOME	Wed	W 53/45
11	1/23	PAC	4pm	JV	HOME	Thurs	W 56/46
12	1/27	D Christian	4pm	JV	Away	Mon	W 45/28
13	1/30	Paraclete	4pm	JV	HOME	Thurs	L
14	12/7	Rosamond Tourney					L 0/3



Our SPRING sports lineup includes Boys JV and Varsity Volleyball, as well as Boys and Girls Varsity Track and Field. This season, we expanded our Volleyball program by adding a Varsity team, which currently holds a 1-8 record. Meanwhile, the JV team is putting up a strong performance with a 2-2 record so far.

24/25 Boys VOLLEYBALL (V/JV)

CURRENTLY IN SEASON

	DATE	OPPONENT	TIME	TEAMS	LOCATION	FINAL
1	2/18	TPAA	4pm	Varsity	Away	L 3-0
2	2/20	Vasquez	4pm	Varsity	HOME	L 3-0
3	2/25	Vasquez	4PM	Varsity	Away	L 3-0
4	2/27	Trinity	5pm	JV	HOME	W 2-1
5	3/4	TPAA	4pm	Varsity	HOME	L 3-1
6	3/6	PAC	4pm	Varsity	HOME	W 3-0
7	3/11	Paraclete	4pm	Varsity	HOME	L 3-1
8	3/13	Trinity	4pm	JV	Away	W 2-0
9	3/18	PAC	5pm	Varsity	Away	L 3-2



10	3/19	Trinity	5pm	Varsity	HOME	L 3-0
11	3/25	Rosamond	4PM	Varsity	HOME	
12	3/31	AVHS	5PM	Varsity	Away	
13	4/3	Rosamond	4PM	Varsity	Away	
14	4/8	Rosamond	4pm	Varsity	HOME	
15	4/10	Rosamond	4pm	Varsity	Away	

Also, new to Gorman CIF sports is Boys and Girls Varsity Track and Field. We have the privilege to cross league with Heritage League for this season. Our first team is small but a mighty team of 3 who had their first meet this last Thursday (3/20/25). Individual race times stats and pics below.

24/25 Boys and Girls TRACK & FIELD - Varsity

CURRENTLY IN SEASON

Heritage League 2025 Track Schedule

League Meet #1 Thursday, March 20th, 3pm

League Meet #2 Thursday, April 3rd, 3pm

League Meet #3 Thursday, April 10th, 3pm

League Meet #4 Thursday, April 17th, 3pm

League Meet #5 Thursday, April 24th, 3pm GLC SPRING BREAK

League Finals Thursday, May 1st, 3:30pm League Finals - Pete Knight High



Attention: Drake Evans (agent)
Jillene, Director
Carmel Learning Center - JH

Invoice
Date: 3/20/25
Varsity League Fees
Sport: 2025 Track and Field
Invoice Number: 20250320

DESCRIPTION	QUANTITY	UNIT PRICE	AMOUNT
Medals/Awards			\$ 50.00
Travel	8	\$ 107	\$ 856.00
Official Fee	8	\$ 20	\$ 160
Supplies			\$ 29
Facility Rental for Finals			\$ 71
Cross League Fee			\$150
			\$ 1,772.00

Thank you for your purchase!
Page 1 / 1
Desert Christian
ATTN: Business Office

MEET #1	100M	200M	400M	800M
Jocelyn R.			Fastest time 1.06.05 Jocelyn (8th) 1.22.39 Last place 1.34.78	Fastest time 2.51.36 Jocelyn 3.55.05 rolled ankle in race
Joshua R.	Fastest time 12.13 Joshua (17th) 14.22 Last place 15.60	Fastest time 25.52 Joshua (14th) 28.97 Last place 32.40	Fastest time 56.86 Joshua (8th) 1.04.15 Last place 1.12.32	
Noah M.		Fastest time 25.52 Noah (16th) 30.70 Last place 32.40	Fastest Time 56.86 Noah (9th) 1.07.63 Last place 1.12.32	Fastest time 2.16.17 Noah (13th) 2.45.98 Last place 2.50.21



661-945-0298

3700 WEST AVE L, LANCASTER CA 93536

GORMANLCN.ORG

Mid 2024, Gorman Athletics submitted an application to join the CIF Heritage League. Unfortunately for us they accepted the application from Palmdale Academy Charter (PAC) this last year. We will keep trying...

HERITAGE LEAGUE APPLICATION

1. Philosophy



Mission Statement

Athletic Dept.

Mission Statement

The mission of the Athletic Department at GLC-AV is to promote the physical, mental, and social development of our students through teamwork, sportsmanship, and athletic competition. We support the facts that sports engagement is a valuable asset to the total education process and believe that with the development of these skills, our student-athletes will become more confident, engaged members of our school community with a sense of growth, unity, and school spirit excitement!

2. Projected high school enrollment next 3 years.

At this time, I am awaiting the projected numbers for years 2025/2026 and 2026/2027 and will submit them as they come in.

Currently: Gorman Learning Center - AV 2023/2024

Grade: 09; 10; 11; 12

349 Total Students enrolled, 120 on campus

Gorman Learning Center - AV 2024/2025

Grade: 09; 10; 11; 12

375 Total Students enrolled, 158 on campus

Please note: Gorman Learning Center - AV is a public TK-12th grade homeschooling program with an on-campus option referred to as the resource center (AVRC). During the 2023/2024 school year we had 349 9th-12th grade students enrolled in GLC-AV however only 120 students attended the resource center (AVRC) {and were eligible to participate in our sports teams}.

3. Reason(s) for leaving the current league or not joining other leagues

We are currently playing Freelance and just finishing our second year participating in CIF sports. I spoke with your League when we were first CIF approved and was advised to play Freelance for a few years, become established, and make more connections before trying to join a league. So here we are, a few years later asking for your consideration to join your league. At this time, we have 16 schools that participate with us in Girls Volleyball, Boys Volleyball, and Boys Basketball.

HERITAGE League team we currently play:

- Desert Christian
- Lancaster Baptist
- Palmdale Aerospace Academy
- Palmdale Academy Charter
- Santa Clarita Christian
- Trinity Classical Academy
- Valley Torah (only played once)
- Vasquez High School

Why not another league besides Heritage? Our CIF program is competitive, growing, and we play and conduct ourselves with integrity. I am established with the AD's and coaches in this league. I believe that the Heritage league has set a higher standard for their schools and sports programs and I appreciate that. I am grateful for Alejandro (Ali) Aguilar, Rachel Edwards, Nick Morris, and Sheldon Sparks. They have been very encouraging and helpful during this journey.

4. What boys/girls sports school will be fielded

We currently field Boys and Girls V/JV volleyball, Boys and Girls Basketball (JV level), and Esports. We have started practicing for Girls and Boys Golf, and (pending cross league approval) Boys/Girls Cross Country, Boys/Girls Track and Field

5. Facilities

Our gym is beautiful and huge! Big enough for 3 volleyball courts or 2 basketball courts in use at the same time. Tournament possibilities are great!



Boys Volleyball winning the bronze at a local tournament.

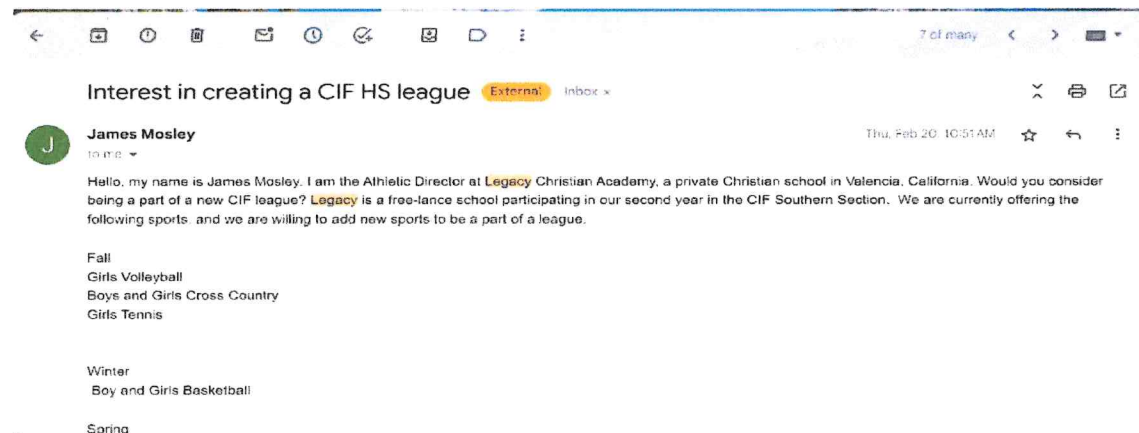


I believe that we would be a great addition to the HERITAGE League and I thank you for your time and consideration! If you have any questions feel free to contact me. Hope to hear from you soon.

Darla J Enos-Lopez
AD/Coach
Gorman Learning Center - AV
3700 West Ave L, Lancaster
denos-lopez@gormanlc.org

LEAGUE REACH OUT FROM LEGACY

Last month, Legacy Christian Academy reached out about the possibility of creating a new league. We are currently waiting to see what other schools would be interested in joining the league.



GYM MAINTENANCE AND UPGRADES

This year we have had many wonderful upgrades to our gym. A newly resurfaced gym floor, new gym lighting, and a fresh paint job in the foyer add to the beauty of our gym.



Panned pic of new lights (left) vs old lights (right)



Newly surfaced floor with new lights



Fresh paint on the walls

Summary: Yearly sports

- Fall Sports - Girls JV/Varsity Volleyball, Boys/Girls Varsity Cross Country
- Winter Sports - Boys and Girls JV Basketball
- Spring Sports - Boys JV/Varsity Volleyball, Boys/Girls Varsity Track and Field

Gym Facilities upgraded

Overall School Experience:

CIF sports has fostered a wonderful school experience. Our physical education and fitness classes have become the largest classes on campus, allowing us to teach and train up middle school students in preparation for high school sports. For example, what once was a dance class has now expanded to a pep squad/cheer team. Adding ASB-Athletics has kept GLC up to date with paying referees and for tournaments, plus the club is made up of 90% athletes from our teams. These CIF sports are backed by our GLC Governing Board, Administration, and Parents as they have seen the positive results being part of CIF team sports and competition.

We would appreciate your consideration for a status upgrade to full membership as we are now Title 1X compliant and have shown considerable growth in our program this year.

Sincerely, Darla Enos-Lopez

AD/Coach
Gorman Learning Center - AV
3700 West Ave L, Lancaster
denos-lopez@gormanlc.org



Probationary School Evaluation Form

School Name Legacy Christian High School

Principal Matt Millett

Athletic Director James Mosley

Visit/Phone 4/30/25 Contact James Mosley A.D.
Visit/Phone _____

Enrollment	Current	Next Year
Grade 9	16	21
Grade 10	13	18
Grade 11	18	17
Grade 12	11	18

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	Volleyball	10
Basketball	14	Basketball	9
Swim	6	Swim	2
Track and Field	9	Track and Field	5
Tennis	7	Tennis	4

Facility Updates: Legacy Volleyball Club Valencia HS LAVA sports Facility

Assistant Commissioner Comments: _____

EC Visiting Member Comments: School reported out positive growth for 25/26
School year. They will have both boys and girls Athletic teams
Next year and will grow their enrollment. No facilitie issues:

Membership Recommendation: Full Membership Probationary Drop Membership

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

Revised 4/8/2024



To: Sharon Hodge

From: James Mosley- Athletic Director

Re: Membership Status Evaluation

As a probationary member of the CIF Southern Section during the 2024-25 school year, Legacy Christian High School would like to advocate for full membership status for the 2025-26 school year. Legacy Christian Academy High School has been steadily growing and shaping the minds of our current student body numbered at 58 students in 9th to 12th grades. Next year's projected enrollment is over 80 students. We are committed to excellence in academics, athletics, and developing the whole student. Our commitment to this vision is clear: 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.

Legacy Christian Academy High School 24-25 CIF Sports:

Fall Sports

- Girl's Volleyball
- Boy's and Girl's Cross Country

Winter Sports

- Boy's Basketball
- Girl's Basketball

Spring Sports

- Boy's and Girl's Swim
- Co/ed Tennis
- Boy's and Girl's Track and Field

Overview of school experiences 2024-2025 school year

We are honored to be a member of the CIF Southern Section, which offers us the opportunity to cultivate the principles of athletics, sportsmanship, and character development within our school community. Participation in CIF sports has been instrumental in strengthening our school community and enhancing the overall student experience. Our students are motivated to represent the school with dignity and pride on this incredible platform.

In conclusion, Legacy Christian High School is committed to providing top-tier CIF sports opportunities for both boys and girls. We are striving to ensure that every student athlete has the chance to excel and pursue their passion for sports. By investing in resources, training facilities, and coaching staff, we are laying the foundation for success today and paving the way for future athletic excellence. Our ultimate goal is to develop athletes who understand the importance of teamwork, dedication, and fair play. We believe that achieving full membership status during the 2025-2026 school year will help us secure a bright future for all our students. Thank you for your consideration.

SHARPENING MINDS, SHEPHERDING HEARTS

legacy-christian.com 27680 Dickason Drive, Valencia, CA 91355 **Phone** 661.257.7377 **Fax** 661.257.7370

5B6



Legacy Christian High School Athletic Facilities 2024-2025

[The Master's University](#)

[Henry Mayo Fitness and Health](#)

[The Paseo Club](#)

[LAVA Sports Facility](#)

[Legacy Volleyball Club \(New\)](#)

[Valencia High School \(New\)](#)

SHARPENING MINDS, SHEPHERDING HEARTS

legacy-christian.com 27680 Dickason Drive, Valencia, CA 91355 **Phone** 661.257.7377 **Fax** 661.257.7370



Probationary School Evaluation Form

School Name Orange County Classical Academy

Principal Semi Park

Athletic Director Orlando Isais

Date of Contact

Notes

Visit/Phone 4/22/25 - email coordination of visit; 4/29/25 - email confirmation of site visit

Visit/Phone 4/30/25 - site visit and interview with OCCA team

Enrollment	Current	Next Year
Grade 9	27	60
Grade 10	0	35
Grade 11	0	0
Grade 12	0	0

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 Basketball	10	Girls Volleyball	6
Track/Field (B)	5	Track/Field (G)	3
Boys Volleyball	8		

Facility Updates: Campus location and facility change from original location. Current location has a full size gym and large practice field with synthetic turf. The OCCA sister campus has access to a large field where other field sports can compete.

Assistant Commissioner Comments: Assistant Commissioners report no concerns with the operations of OCCA athletics programs, other than the concerns regarding enrollment and sustainability of programs given size of enrollment. They confirm that OCCA has submitted transfer paperwork for a single student this year.

EC Visiting Member Comments: Despite having the change campuses unexpectedly over the summer of 2024 due to facilities issues, the OCCA was able to field some small teams in their inaugural year as a high school. As their enrollment continues to grow, they have realistic and attainable goals to build the participation numbers and expand their sport offerings, especially within the court and field based sports. Their administration and AD are realistic and dedicated to bringing meaningful athletics competition to their students. This includes building strength & conditioning PE for out of season athletes and making strategic hiring decisions to ensure on-campus coaches.

Membership Recommendation: ☐ Full Membership ☒ Probationary ☐ Drop Membership

Dr. Paula Hart Rodas, President

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

Revised 4/8/2024

5B7



ORANGE COUNTY
CLASSICAL ACADEMY

THAT OUR HEARTS MAY BE WISE

CIF- Southern Section
10932 Pine St. Los Alamitos, CA 90720
March 31, 2025

Evaluation of 2024-2025 Athletic School Year

The 2024-2025 athletic season at Orange County Classical Academy (OCCA) was a dynamic period of transformation, filled with significant challenges and a steadfast commitment to our core values: temperance, respect, courage, honesty, and responsibility. These guiding principles form the foundation of our school's mission and vision, shaping our community and culture. From the beginning of the school year, we encountered various academic and athletic obstacles that tested our goals. Our administration team, alongside dedicated staff members, rallied in support of one another, fostering an atmosphere of teamwork and collaboration. This unity was vital as we navigated through these challenges together. Despite the hurdles we faced throughout the season, we embraced each experience as an opportunity for growth and learning. Our focus extended beyond merely tallying wins and losses; we took pride in the remarkable resilience exhibited by our students and coaches during competitions. Their determination and spirit truly defined our year, showcasing the heart and dedication that lies at the core of OCCA.

The transition to our new location initially presented hurdles, particularly impacting student enrollment due to unexpected shifts from our planned facility within the Orange Unified School District at Peralta, located at 2190 Canal Orange, CA 92665. We encountered substantial difficulties in fielding all the required sports teams. Despite these challenges, demonstrating remarkable courage and responsibility, we ensured that as many teams as possible were formed. The teams we were able to field were girls' volleyball, boys' basketball, boys' volleyball, and track and field (boys and girls).

After losing our initial facility at Peralta, our administration team secured a one-year lease with the Vietnamese Church of Orange located at 2100 N Grand Ave, Santa Ana, CA 92705. The shift, although sudden, became an opportunity for our community to practice patience, resilience, and respect for the shared spaces. We have since solidified our future by signing a 5-year lease with the Vietnamese Church of Orange, providing stability and a foundation for growth.

Throughout the season, our athletes exemplified honesty and integrity in their competition, earning admiration from parents, administrators, and staff. The positive feedback underscored the successful demonstration of our core virtues on and off the field. This year of transition was ultimately promising, marked by competition, teamwork, and the foundational principles of respect and responsibility.

4100 E. Walnut Avenue, Orange California 92869 (657) 223-9420



In a significant step forward, our school community will further expand as our upper school (6th-10th grade) will occupy the adjacent Trinity Law School at 2200 N Grand Ave, Santa Ana, CA 92705, enhancing our athletic and academic programs. We anticipate our athletic programs' continued growth and success, and we are confident in our students' continued embodiment of courage, honesty, respect, and responsibility.

Moreover, we've recently completed an exciting project that involved turfing a designated section of our facility at 2100 N Grand. This newly transformed area will serve as a dedicated space for high school teams, providing them with an ideal environment for warm-ups, off-season strength training, and conditioning. In addition, the facility also includes a large gymnasium designed for indoor sports, including basketball and volleyball. We are currently exploring the possibility of adding badminton in the future to our athletic offerings, contingent on student interest and engagement.

As we look to next year, we anticipate our enrollment to triple in size and enrollment to be approximately 100 students in 9th and 10th grade. The 5-year leases in Santa Ana will allow us to grow and field all necessary teams for the 2025-2026 school year. If provided with the ability to demonstrate this the next school year, we will qualify for full-time CIF membership in 2026-2027. That is our goal, and we will work tirelessly to accomplish it.

We thank you for accepting our probationary membership during 2024-2025 and look forward to a continued partnership in the future. If you have any questions, please do not hesitate to reach out.

Orange County Classical Academy
Athletic Director

A handwritten signature in black ink, appearing to read "Orlando Isais". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Orlando Isais

orlando.isais@orangecountyclassicalacademy.org

714-724-9822

4100 E. Walnut Avenue, Orange California 92869 (657) 223-9420