



# *Meeting of the Executive Committee*

*May 12, 2026*

*1:00 p.m.*

*Parker's Lighthouse, Long Beach, CA*

*Agenda*

<b><u>1. OPENING BUSINESS</u></b>	<b><u>DISPOSITION</u></b>	<b><u>ITEM</u></b>
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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 April 14, 2026, Executive Committee Meeting          | Action | 1F1 |

## **2. PUBLIC COMMENT**

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

<b><u>3. NON-ACTION ITEMS</u></b>	<b><u>DISPOSITION</u></b>	<b><u>ITEM</u></b>
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- |   |            |           |
|---|------------|-----------|
| A. STATE FEDERATED COUNCIL NON-ACTION ITEMS                       |            |           |
| 1. Proposed Revision to Bylaw 503.M - Spectators                  | Non-Action | STATE 693 |
| B. SOUTHERN SECTION NON-ACTION ITEMS                              |            |           |
| 1. Proposed Revision to Bylaw 3514 -<br>Number of Playoff Entries | Non-Action | SS 694    |
| 2. Proposed Revision to Bylaw 1223.3 -<br>Summer Dead Period      | Non-Action | SS 695    |

#### **4. ACTION ITEMS**

#### **DISPOSITION**

#### **ITEM**

##### A. STATE FEDERATED COUNCIL ACTION ITEMS

There are no State Federated Council action items.

##### B. SOUTHERN SECTION ACTION ITEMS

There are no Southern Section Council action items.

#### **5. NEW BUSINESS**

##### A. Consideration of the Following Schools for Membership for the 2026-2027 School Year

1. Ednovate – Atlas College Prep Presented by Jim Perry	Action	5A1
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2. Entrepreneur/Fontana Presented by Kai Lyles	Action	5A2
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##### B. Membership Status of New and Probationary Schools Admitted in 2023-2024

1. Arcadia Christian Presented by David Parkes	Action	5B1
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2. Orange County Classical Academy Presented by Dr. Paula Hart Rodas	Action	5B2
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3. South Hills Academy Presented by Mitch Brunyer	Action	5B3
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C. Financial Report		Mitch Carty
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D. Communications Report		Thom Simmons
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E. Marketing Report		Jacquelyn Gibson
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#### **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 5, 2026 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
2. September 17, 2026 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
3. September 24, 2026 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach, CA 9:00 a.m.

B. SUGGESTED AGENDA ITEMS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**10. ADJOURNMENT**

- A. Time of Adjournment \_\_\_\_\_



# *Meeting of the Executive Committee*

*April 14, 2026*

*1:00 p.m.*

*CIF Southern Section Offices, Los Alamitos, CA*

*Minutes*

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

The meeting was called to order at 1:00 p.m. President Hart Rodas welcomed everyone and thanked them for attending.

B. Pledge of Allegiance

C. Roll Call

All members of the Executive Committee were present except for Terry Barnum.

D. Introduction of Guests

There were no guests present at this meeting.

E. Adopt Agenda

Adopted

There was a motion and a second to adopt the agenda as written. The motion carried 19-0-0.

F. Approval of Minutes

Approved

There was a motion and a second to approve the minutes of the January 17, 2026, Executive Committee Meeting. The motion carried 18-0-1.

## **2. PUBLIC COMMENT**

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

Present to address the Executive Committee were the Nelligan family along with the Principal of JSerra High School, Eric Stroupe. They spoke regarding an eligibility ruling and a request to lift the penalty.

**3. NON-ACTION ITEMS****DISPOSITION****ITEM****A. STATE FEDERATED COUNCIL NON-ACTION ITEMS**

- |  |            |           |
|--|------------|-----------|
| 1. Proposed Revision to Bylaw 503.M - Spectators | Non-Action | STATE 693 |
|--|------------|-----------|

President-Elect Dr. Alexis Barile presented the proposal requesting revision to Bylaw 503.M as it relates to spectators storming the court or field. This would put the onus on school sites to have in place plans to prevent these activities. This revision would be effective immediately if it passes. The Northern area sections are having many problems with this issue. They already have penalties in place and student safety is at the core of this bylaw change.

**B. SOUTHERN SECTION NON-ACTION ITEMS**

- |   |            |        |
|---|------------|--------|
| 1. Proposed Revision to Bylaw 3514 -<br>Number of Playoff Entries | Non-Action | SS 694 |
|---|------------|--------|

President Dr. Paula Hart Rodas presented the proposal requesting revision to Bylaw 3514 as it relates to number of playoff entries to align football with all other sports. Implementation for this revision would be for the 2027-2028 school year. This would result in an increase in the number of football playoff divisions and could set into motion many conferences realigning mid-cycle to create five team leagues. The Southern Section would not gain any additional entries into the State Football Championships. There may be a reduction in the number of at large teams but automatic entries would increase, possibly balancing the scales in the total number of entries. The goal is mostly to align football with the other sports as it relates to number of automatic entries into playoffs.

- |  |            |        |
|--|------------|--------|
| 2. Proposed Revision to Bylaw 1223.3 -<br>Summer Dead Period | Non-Action | SS 695 |
|--|------------|--------|

President Dr. Paula Hart Rodas presented the proposal requesting revision to Bylaw 1223.3 as it relates to the Summer Dead Period. Each school would select a seven (7) day period for all sports at the school to be dark and then another seven (7) day period for all levels of each sport. Many schools and districts use the current two-week dead period to do maintenance and clean up facilities. This change could harm the multi-sport athlete, giving them only a one week break instead of two and moving backwards from the system that is in place at this time.

**4. ACTION ITEMS****DISPOSITION****ITEM****A. STATE FEDERATED COUNCIL ACTION ITEMS**

- |                                      |          |           |
|--------------------------------------|----------|-----------|
| 1. Proposed 2026-27 CIF State Budget | Approved | STATE 686 |
|--------------------------------------|----------|-----------|

President-Elect Dr. Alexis Barile presented the CIF State proposed budget for the 2026-2027 school year. Please review State budget information from the April 14, 2026, meeting agenda. There was a motion and a second to approve the CIF State Budget. There being no discussion, the motion carried 19-0-0.

**A. STATE FEDERATED COUNCIL ACTION ITEMS (Cont.)**

2. CIF State Executive Committee Nominations Approved STATE 687

President-Elect Dr. Alexis Barile presented the CIF State Executive Committee Nominations. No one from Southern Section was nominated at this time. There was a motion and a second to send the delegates to the State Federated Council Meeting uninstructed. There being no discussion, the motion carried 19-0-0.

3. Proposed Revision to Bylaws 1505/2804 – Approved STATE 688  
State Baseball/Softball Championship

President-Elect Dr. Alexis Barile presented proposed revision to Bylaws 1505/2804 asking for the addition of Baseball and Softball State Championships. There was a motion and a second to approve the proposal. This would not extend the season, but many teams opt out of the state tournament. This championship may coincide with some graduation dates for schools. However, the State CIF will work with schools as needed. The motion carried 19-0-0.

**B. SOUTHERN SECTION ACTION ITEMS**

1. CIF Southern Section Proposed 2026-27 Budget Approved SS 689

President Dr. Paula Hart Rodas presented the proposed CIF Southern Section 2026-2027 Budget. There was a motion and a second to approve the proposed 2026-2027 budget as written. There being no discussion, the motion carried 19-0-0.

2. CIF Southern Section Executive Committee Nominations Approved SS 690

President Dr. Paula Hart Rodas reviewed the nominations for the 2026-2027 Executive Committee. Information is available in the agenda for each position and nominee. There was a motion and a second to move the slate of nominations to the April 16, 2026 Council meeting for final vote. There being no discussion, the motion carried 19-0-0.

3. Proposed Revision to Bylaw 144 – Playoff Splits Approved SS 691

President Dr. Paula Hart Rodas reviewed the proposal to revise the method playoff revenue is split with the membership and the office. There was a motion and a second to approve the proposal. This proposal if implemented, will save schools significant time and effort. The motion carried 19-0-0.

4. Proposed Revision to Bylaw 3514.1 – At Large Football Approved SS 692

President Dr. Paula Hart Rodas reviewed the proposal to revise Bylaw 3514.1. There was a motion and a second to approve the proposal. There being no discussion, the motion carried 19-0-0.

## **5. NEW BUSINESS**

### A. Financial Report

Mitch Carty

Chief Financial Officer, Mitch Carty started by distributing a “financial snapshot” where we stand today and this handout appears at the end of these minutes.

#### 1. 2024-2025 CIF Southern Section Audit Accepted 5A1

Chief Financial Officer Mitch Carty reviewed the 2024-25 audit and the results from the Audit Committee Meeting held last month. 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 2024-2025 audit. The motion carried 19-0-0.

### B. CIF Southern Section 2025-26 Goals Responses

Mike West 5B

Commissioner Mike West presented the responses to the 2024-25 goals, which appear at the end of these minutes. Mr. West went through the new goals and how those goals were met throughout the 2025-26 school year.

### C. Communications Report

Thom Simmons

The TV program “CIFSS This Week” has been suspended until further notice due to the inability to monetize the production of the show. The office will reevaluate and come up with a new use of the program funds. All social media numbers are up. Instagram shows a 205.5% increase in reach and a 264.5% increase in visits over last year with 31.7K new followers. Facebook is showing a 245.4% increase in interactions and a 193.3% increase in visits with 923 new followers.

### D. Marketing Report

Jacquelyn Gibson

Director of Marketing and Corporate Partnerships Jackie Gibson started with a story out of the Student Athlete Advisory Committee where one of the students ended up meeting their college roommate on the committee. The Academic Awards program only had 359 individual student athletes nominated. This program should include a male and female athlete from every school. Academic Award teams can now purchase patches from JL Custom Jackets and Patches, a new patch available this year. The Academic Awards ceremony will be at Angels Stadium on Monday, April 20 and for the first time, we get to honor STUNT. Ball contract negotiations are going very well. Just closed Wilson, negotiating an almost 28% increase from the last contract. This also includes new autograph balls for the championship teams of the contracted sports. They are also donating golf balls for our Champions for Character Golf Tournament. This is why the ball surveys are so important to help us negotiate these contracts.

The Committee entered closed session at 2:13 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 2:30 p.m. There was no action taken during the closed session.

## **8. REPORTS**

### A. President's Report

Dr. Paula Hart Rodas

President Dr. Paula Hart Rodas talked about loving the work we do here and all of us are here because we know the importance of athletics to our students. The Washington Post had a story stating that athletes are more likely to attend school, a survey found. A positive environment equals more students participating in athletics and a growing overall school participation is all school events. Thank you for your work and keep it up!

### B. Treasurer's Report

Rich Imbriani

Treasurer Rich Imbriani gave the treasurer's report that appears at the end of these minutes.

### C. Commissioner's Report

Mike West

Commissioner of Athletics Mike West thanked the entire office – collaboration, hours spent outside office hours, the reputation falls on those across the room from me and I thank you! Program Coordinator Kristine Trost will retire on August 7. We will be bringing five new employees on board for the next few months, if the budget passes. Communications Assistant Alex Lagos will be moving into Assistant Commissioners Jerry DeFabiis's department and Program Coordinator Brenda Bomgaar will be moving into the Executive Assistant position working with Commission Mike West. We hope all positions will start on or around July 1. We have been looking at possibilities for our building situation and if the budget passes, we will move forward, looking for a possible new office or the reconfiguration of our current building. The Student Athlete Advisory Committee had a great end of the year celebration. Unified Sports will be holding events during our track and swim championships. Check the website for further information. The Inaugural STUNT championships are scheduled for May 2 at Brea Olinda High School. Please come and participate in the 20<sup>th</sup> Champions for Character Golf Tournament on June 15.

### C. Executive Committee Member Reports

There were no reports from the members of the Executive Committee.

## **9. ADVANCE PLANNING**

### A. DATES

1. April 16, 2026 – CIF Southern Section Council Meeting, The Grand Conference Center, Long Beach, CA, 9:00 a.m.
2. May 12, 2026 – CIF Southern Section Executive Committee Meeting, Parker’s Lighthouse, Long Beach, CA 1:00 p.m.
3. August 5, 2026 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
4. September 17, 2026 – CIF Southern Section Executive Committee Meeting, CIF Southern Section Offices, Los Alamitos, CA 1:00 p.m.
5. September 24, 2026 – 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**

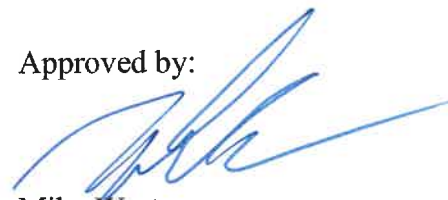
There was a motion and a second to adjourn the meeting. By unanimous voice vote, the meeting was adjourned at 2:50 pm.

Submitted by:



Sharon Hodge  
Executive Assistant

Approved by:



Mike West  
Commissioner of Athletics

# Council Voting Report

First Name	Last Name	Keypad	Adopt Agenda Vote – April 14, 2026	Approval of Minutes from January 17, 2026	STATE 686 – Proposed 2026-27 CIF State Budget	STATE 687 – CIF State Executive Committee Nominations	STATE 688 – Proposed Revision to Bylaws 1505/2804	STATE 689 – Proposed 2026-27 CIF-SS Budget	SS 690 – CIF-SS Executive Committee Nominations	SS - 691– Proposed Revision to Bylaw 144 – Playoff Splits	SS - 692– Proposed Revision to Bylaw 3514.1 – At Large Football	5A1 – 2024-25 CIF Southern Section Audit
			1	2	4	6	8	9	10	11	12	13
Jamal	Adams	1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dr. Alexis	Barile	2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Terry	Barnum	3										
Mitch	Brunyer	4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Rob	Dearborn	5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ann	Fitzgerald	6	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Gil	Gomez	7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mary Jane	Hibbard	8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Demetre	Howard	9	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Rich	Imbriani	10	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kai	Lyles	11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Matt	Maeda	12	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
David	Parkes	13	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mary	Perez	14	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Jim	Perry	15	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dr. Paula Hart	Rodas	16	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Alicia	Seevers	17	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Cari	Strange	18	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Suzie	Swartz	19	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reggie	Thompkins	20	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Total 1 = Yes</b>			<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
<b>Total 2 = No</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total 3 = Abstain</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Voters</b>			<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
<b>Total Yes + No</b>			<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
<b>% Yes</b>			<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>
<b>% No</b>			<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Pass Threshold</b>			<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>	<b>50.00%</b>
<b>Pass/Fail</b>			<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>

**C.I.F. SOUTHERN SECTION**  
**Financial Report: Profit & Loss Budget vs. Actual**

July 2025 through June 2026  
 April 14, 2026

Ordinary Income/Expense	Jul '25 - Jun 26	Budget	\$ Over Budget	
<b>Income</b>				
BASEBALL	0	74,000	(74,000)	Spring championships
BASKETBALL	1,150,035	1,150,000	35	
CHEER	100,405	59,000	41,405	
CROSS COUNTRY	108,959	110,000	(1,041)	
FOOTBALL	2,022,982	2,119,000	(96,018)	
GOLF	53,450	99,000	(45,550)	Spring championships
LACROSSE	0	24,900	(24,900)	Spring championships
SOCCER	152,301	158,000	(5,699)	
SOFTBALL	0	47,500	(47,500)	Spring championships
SWIMMING & DIVING	0	63,500	(63,500)	Spring championships
TENNIS	8,080	16,000	(7,920)	Spring championships
TRACK & FIELD	0	134,000	(134,000)	Spring championships
VOLLEYBALL	336,812	539,000	(202,188)	Spring championships
WATER POLO	45,283	58,000	(12,717)	
WRESTLING	219,963	179,000	40,963	
APPAREL	110,000	175,000	(65,000)	Spring championships
FRIENDS OF GOLF	0	47,000	(47,000)	Not yet received
INTEREST	182,590	109,000	73,590	Apr-Jun upcoming
PUBLICATIONS	30,053	69,000	(38,947)	Ongoing
SPECIAL EVENTS	145,106	129,000	16,106	
SPORTS FEES	1,083,900	1,049,000	34,900	
SUPPORT INCOME	1,195,945	1,450,000	(254,055)	In kind to be reported
TV -WEB - RADIO RIGHTS	228,964	599,000	(370,036)	Final partnership \$ June
CHAMPIONS FOR CHARACTER	21,520	79,000	(57,480)	Golf tournament
OTHER INCOME	100	0	100	
<b>Total Income</b>	<b>7,196,448</b>	<b>8,536,900</b>	<b>(1,340,452)</b>	
<b>Cost of Goods Sold</b>				
Cost of Goods Sold	24,851	54,100	(29,249)	
<b>Total COGS</b>	<b>24,851</b>	<b>54,100</b>	<b>(29,249)</b>	
<b>Gross Profit</b>	<b>7,171,597</b>	<b>8,482,800</b>	<b>(1,311,203)</b>	
<b>Expense</b>				
BASEBALL EXPENSE	700	60,000	(59,300)	Spring championships
BASKETBALL EXPENSE	389,297	780,000	(390,703)	Splits to be distributed
CHEER EXPENSE	72,265	20,000	52,265	
CROSS COUNTRY EXPENSE	83,364	77,000	6,364	
FOOTBALL EXPENSE	1,364,244	1,280,000	84,244	
GOLF EXPENSE	70,922	122,500	(51,578)	Spring championships
LACROSSE EXPENSE	5,976	18,908	(12,932)	Spring championships
SOCCER EXPENSE	45,252	51,000	(5,748)	
SOFTBALL EXPENSE	4	32,000	(31,996)	Spring championships
SWIMMING EXPENSE	1,623	64,000	(62,377)	Spring championships

**C.I.F. SOUTHERN SECTION**  
**Financial Report: Profit & Loss Budget vs. Actual**  
July 2025 through June 2026  
April 14, 2026

	<b>Jul '25 - Jun 26</b>	<b>Budget</b>	<b>\$ Over Budget</b>	
TENNIS EXPENSE	4,898	34,000	(29,102)	Spring championships
TRACK & FIELD EXPENSE	862	93,000	(92,138)	Spring championships
VOLLEYBALL EXPENSE	257,533	433,500	(175,967)	Spring championships
WATER POLO EXPENSE	32,988	26,000	6,988	
WRESTLING EXPENSE	197,559	190,000	7,559	
AREA LIAISONS	48,498	48,500	(2)	
AUDITOR	26,000	34,500	(8,500)	Pending tax return
AWARDS	35,122	90,000	(54,878)	Spring championships
BANK SERVICE CHARGES	3,163	4,100	(937)	Ongoing
BUILDING MAINTENANCE	26,596	33,500	(6,904)	Ongoing
COUNCIL	75,877	70,000	5,877	Ongoing
DEPRECIATION EXPENSE	0	85,000	(85,000)	At fiscal year end
DONATIONS	6,500	50,000	(43,500)	Friends of Golf
GENERAL OFFICE	24,729	40,000	(15,271)	Ongoing
INSURANCE	24,877	28,000	(3,123)	Ongoing
INVESTMENT EXPENSE	4,900	9,500	(4,600)	Ongoing
LEGAL EXPENSE	1,099	3,000	(1,901)	Ongoing
MAJOR MEDICAL	419,920	503,803	(83,883)	Ongoing
MISCELLANEOUS EXPENSE	13,881	14,000	(119)	
OFFICE SUPPLIES	34,595	45,000	(10,405)	Ongoing
OFFICE SUPPLIES - SMALL EQUIP.	323	1,000	(677)	Ongoing
OFFICE TRAVEL	37,323	65,000	(27,677)	Ongoing
PAYROLL TAXES	725,647	893,560	(167,913)	Ongoing
POSTAGE/UPS	16,693	15,500	1,193	Ongoing
PRESS/MEDIA	55,306	35,000	20,306	Ongoing
PRINTING/DUPLICATING	13,343	17,000	(3,657)	Ongoing
PROFESSIONAL GROWTH	0	1,000	(1,000)	Ongoing
PROGRAM EXPENSE	2,259	600	1,659	
PUBLICATIONS EXPENSE	27,212	25,000	2,212	
PUBLICATIONS WASTE	0	4,900	(4,900)	Ongoing
SALARIES	1,827,090	2,358,329	(531,239)	Ongoing
SALES/USE TAX EXPENSE	804	2,100	(1,296)	Ongoing
SPECIAL EVENTS EXPENSE	112,932	125,000	(12,068)	
SUPPORT/MARKETING EXPENSE	21,888	249,000	(227,112)	In kind to be reported
TAXES - GENERAL	1,307	2,000	(693)	
TV TO SCHOOLS	0	190,000	(190,000)	At fiscal year end
UTILITIES	9,993	12,000	(2,007)	Ongoing
CHAMPIONS FOR CHARACTER EXPENSE	25,449	70,000	(44,551)	Golf tournament
WEBSITE TECHNOLOGY	65,803	75,000	(9,197)	Ongoing
<b>Total Expense</b>	<b>6,216,617</b>	<b>8,482,800</b>	<b>(2,266,183)</b>	
<b>Net Ordinary Income</b>	<b>954,981</b>	<b>0</b>	<b>954,981</b>	
<b>Net Income</b>	<b>954,981</b>	<b>0</b>	<b>954,981</b>	



# 2025-2026 CIF Southern Section Goals Report

## Mike West, Commissioner of Athletics

During the 2025–2026 school year, the CIF Southern Section made progress on several priorities, including refinement of the same-season data playoff system, stronger engagement with small schools, renegotiation of sport-specific ball contracts, proposed revision of the Financial Policy, and continued development of the Student Athlete Advisory Council. In addition, the office made progress on several long-range priorities related to section governance, communication, media rights, facilities, student opportunities, and the enhancement of operational procedures.

This report reviews progress made toward the goals established for the 2025–2026 school year and highlights additional initiatives undertaken by the CIF Southern Section office.

### 1. Continue to Enhance the Same-Season Data Playoff System

- The second year of implementing same-season data to establish playoff divisions was completed successfully across all affected sports.
- Targeted refinements were made to the first-year algorithms in several sports in order to improve accuracy, transparency, and competitive balance.
- Examples explaining how divisions are established have been added to sport-specific pages on the CIF Southern Section website and/or included in Playoff Bulletins.
- Regular reminders were sent to member schools emphasizing the importance of maintaining accurate schedules and scores throughout the season.
- Commissioner’s messages further clarified how the year-two system differs from the two years preceding implementation.
- Available data indicates that the competitive equity model is producing closer and more competitive playoff contests on average.

### 2. Improve Communication and Connection with Small School Membership

- A CIF Southern Section Small Schools Committee was established, consisting of athletic directors from across the Section who represent and understand the needs of the small school community.
- A Small Schools survey was conducted to assess whether current CIF Southern Section services are meeting member needs and to identify opportunities for improvement.
- The Commissioner and Assistant Commissioners attended numerous Small School league meetings during the second half of the school year.
- A small-school focused topic is planned for inclusion in the 2026 Athletic Administrators Summit.

### 3. Re-negotiate Ball Contracts for Every Eligible Sport

- Ball contracts with Mikasa (boys and girls indoor volleyball), Rawlings (baseball and softball), and KAP7 (boys and girls water polo) have been renewed and signed.

- Contracts with Wilson (boys and girls basketball, girls flag football, football, boys and girls soccer, and girls beach volleyball) and Penn (boys and girls tennis) remain under negotiation.
- Following the feedback gathered through the official ball survey distributed to all member schools last year, the official softball model will change while the Section remains aligned with Rawlings as the official provider.

#### 4. Revise and update the CIF Southern Section - Financial Policy

- A proposal to amend Bylaw 144 – Financial Policy was scheduled for Executive Committee action on April 14 and Council action on April 16.
- If approved, the revised model for hosted tackle football, basketball, and volleyball playoff contests will distribute gross revenue, less officials’ fees, as follows: 40% host school, 23% visiting school, and 37% CIF Southern Section.
- Under the revised model, host schools would maintain responsibility for game-related expenses, visitors would remain responsible for travel expenses, and the previous expense-reporting requirement to the CIF Southern Section would be eliminated.

#### 5. Establish and Enhance a Student Athlete Advisory Council

- Three meetings of the Student Athlete Advisory Council were held during the 2025–2026 school year.
- Student members supported section championship events through medal presentations, event assistance, and social media participation.
- Student perspectives on a variety of education-based athletics issues were gathered and shared with the Commissioner.
- Planning is underway to expand CIF-sponsored student leadership opportunities at the school-site, district, and Southern Section levels in future years.

### Ongoing Initiatives, Projects, and Programs

In addition to the priority goals above, the CIF Southern Section continued to address, maintain, or monitor the following initiatives during the 2025–2026 school year:

Initiative	Progress / Status
Transfer Integrity	Improved identification of fraudulent paperwork submitted in support of Valid Change of Residence transfers.
Media Rights	Continued negotiation of an updated Media Rights Agreement with the NFHS Network and Spectrum Communications.
Facilities Planning	Advanced planning related to renovation of the current CIF Southern Section office or relocation to a new

	facility, contingent upon adoption of the 2026–2027 budget.
Unified Sports	Launched the first Unified Sports Flag Football Tournament co-sponsored by the CIF Southern Section and the Special Olympics of Southern California.
Artificial Intelligence	Began exploring the potential use of artificial intelligence to assist in the processing and evaluation of transfer matters.
Institutional History	Produced <i>The History of the CIF Southern Section</i> video and hosted a premiere showing for invited guests. Officially announced that, beginning in the 2026–27 school year, the CIF Southern Section Masters Wrestling Tournament will be renamed the CIF Southern Section – Dr. John S. Dahlem Masters Wrestling Tournament.
Championship Expansion	Organized and implemented the first CIF Southern Section STUNT Championship at Brea Olinda High School.
Signature Events	Hosted the Open Division CIF Southern Section Football Championship at the Rose Bowl for the second time in four years.
Professional Outreach	Presented at the California Activities Directors Association annual meeting in Reno regarding best practices for establishing and managing a student section at athletic contests.
Releaguings	Completed a four-year releaguings process and managed appeals for several Orange County schools.

## Continuing Strategic Focus Areas

The following items remain continuing areas of focus for the CIF Southern Section office and should guide planning and action into 2026–2027:

1. Enhance communication among the CIF Southern Section office, member schools, and the Executive Committee.
2. Maintain and strengthen title sponsorships, media rights, and linear television agreements.
3. Maintain and enhance the CIFSSHHome 2.0 platform for member schools.
4. Implement and/or ratify new rules changes in a timely and well-communicated manner.
5. Provide meaningful professional growth opportunities for member schools and athletic administrators.
6. Maintain fiscal responsibility for both member schools and the Section office.
7. Continue to examine issues involving public and private schools.
8. Promote and support officials' recruitment, retention, and recognition.
9. Explore additional opportunities for student participation in a variety of settings.
10. Work cooperatively with the CIF State office and the other nine CIF sections.

11. Expand relationships with the National Federation of State High School Associations.

**Conclusion.** The 2025–2026 school year reflected measurable progress on several major strategic priorities while also advancing a broad range of operational and programmatic initiatives. Collectively, these efforts support the CIF Southern Section’s commitment to competitive equity, service to member schools, sound governance, fiscal responsibility, and an improved student-athlete experience.

**C. I. F. SOUTHERN SECTION**  
**Treasurer's Report**  
Executive Committee Meeting  
April 14, 2026

**I. CIF-SS ANNUAL AUDIT (2024-25):**

- A. Windes concluded audit fieldwork, financial statements and final readout.
  - 1. Audit Committee and Executive Committee to accept audit today.
  - 2. Final 990 non-profit tax return will be final step.

**II. CURRENT PROFIT & LOSS (2025-26):**

- A. Revenue: \$7,196,448 (includes accounts receivables).
- B. Expenses: \$6,241,468
- C. Net Profit: \$954,981

**NOTE #1:** Winter profit splits/expenses not yet distributed and Spring playoffs yet to occur (and spring is the lightest financial season).

**NOTE #2:** Off \$291K to prior year at April 14.

**III. INVESTMENT RESERVES:**

- A. Current balance at 4/14/2026: \$4,108,357.
- B. Interest & dividend **gain** of \$16,353 in fiscal 2025-26 thus far.

**IV. CIF SOUTHERN SECTION FUN FACT:**

- A. What is the average years of service across the CIF-SS staff of 17?
  - 1. 11 years of service
  - 2. Sharon Hodge: 37 years
  - 3. Chelsea Olson: 0.27 years

Prepared by:  
*MITCH CARTY, Chief Financial Officer*



# CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF STATE OFFICE • 4658 DUCKHORN DRIVE • SACRAMENTO, CA 95834 • (916) 239-4477 • CIFSTATE.ORG

**To: Executive Committee**

**Date: March 23, 2026**

**Re: Bylaw 503.M. - Spectators**

**Proposal Originated: Commissioners Committee**

**Proposal Reviewed**

06/10/2025	Commissioners Committee
08/26/2025	Commissioners Committee
10/10/2025	Federated Council
01/13/2026	Commissioner Committee
02/06/2026	Federated Council
03/12/2026	Executive Committee
04/23/2026	Executive Committee
04/24/2026	Federated Council

**Proposal Recommendation**

Discussion
Discussion
Round Table Discussion
Discussion
Round Table Discussion
First Reading
Action Item
First Reading

**Type:** Bylaw Amendment

**Next:** Action Item at October 9, 2026 Federated Council meeting.

**Proposal Summary:** The Commissioners Committee is proposing to implement a statewide policy to standardize the responsibilities for all schools to ensure that all spectators and unauthorized individuals do not enter the field of play at CIF contests.

**Fiscal Impact:** None

**Background:** Acceptable standards of sportsmanship for athletes, coaches, and spectators have become an issue nationwide. This policy would align all ten (10) CIF Sections and establish uniformity in the expectations of schools to ensure that spectators and unauthorized individuals do not enter the field of play during CIF contests. This proposal strengthens Bylaw 503.M. by establishing uniform sportsmanship expectations across all Sections of the CIF, ensuring consistent enforcement statewide. By clearly prohibiting spectators and unauthorized individuals from entering the field of play, the policy prioritizes student-athlete safety and reduces liability risks for host schools. Standardized expectations support officials, administrators, and coaches in maintaining orderly, education-based athletic environments. Adoption of this language reinforces our collective commitment to safety, fairness, and integrity in interscholastic competition.

**This Bylaw amendment will be for immediate implementation upon approval of the Federated Council.**



M. **Statewide Sportsmanship and Ejection Policy**

**Player:**

A player who is ejected from a contest (for reasons other than fighting or leaving the bench area during a fight) shall be ineligible to participate in the remainder of that contest (event) and his or her team's future contest (s) as outlined below:

- (1) First Ejection: Player is ineligible to participate in the team's next contest. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's next contest. If the ejection occurs in the last game of the season, the player would be ineligible for the team's first contest the following season. If the player is a senior, he or she would be ineligible for the first contest of their next season of sport.
- (2) Second Ejection: Player is ineligible to participate in the team's next three (3) contests. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's next three (3) contests. If the season concludes prior to the player serving the three (3) contests suspension, he or she would be ineligible for the number of contests remaining on the suspension for the team's following season. If the player is a senior, he or she would be ineligible for the number of contests remaining on the suspension for their next season of sport.
- (3) Third Ejection: Player is ineligible to participate for the remainder of that season. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's remaining contest that season. If there are six (6) or fewer contests remaining in the season, the player would be ineligible for up to six (6) contests for the team's following season as determined by the CIF Section Commissioner with jurisdiction in the matter. If the player is a senior, he or she would be ineligible for up to six (6) contests for the next season of sport as determined by the CIF Section Commissioner with jurisdiction in the matter.

A player who is ejected from a contest for fighting or leaving the bench area during a fight\* shall be ineligible to participate in the remainder of that contest and his or her team's future contests as outlined below:

- (4) First Ejection: Player (Fighting/Assaultive Behavior/Gross Unsportsmanlike Conduct) is ineligible to participate in the team's next three (3) to six (6) contests as determined by the CIF Section Commissioner with jurisdiction in the matter. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the duration of the suspension. If the season concludes prior to the player serving the full suspension, he or she would be ineligible for the number of contests remaining on the suspension for the team's following season. If the player is a senior, he or she would be ineligible for the number of contests remaining on the suspension for their next season of sport. \*NFHS Rules indicate automatic one game suspension for leaving the bench.
- (5) Second Ejection: Player is ineligible to participate for the remainder of that season. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's remaining contests that season. If there are six (6) or fewer contests remaining in the season, the player would be ineligible for up to six (6) contests for the team's following season as determined by the CIF Section Commissioner with jurisdiction in the matter. If the player is a senior, he or she would be ineligible for up to six (6) contests for their next season of sport as determined by the CIF Section Commissioner with jurisdiction in the matter.

Before a player may return to participate in a contest following a multiple game suspension for any of the above infractions, the school principal must inform the CIF Section Commissioner with jurisdiction in the matter that they have met with the student-athlete, his or her parent/guardian/caregiver and coach to discuss future behavioral expectations.

**Appeals Process for Multi-Game Ejections:**

The school principal may appeal the penalties listed above in writing to the League Commissioner/President (for a regular season contest not including the final contest prior to Section playoffs) or CIF Section Commissioner with jurisdiction in the matter (for the final contest prior to Section playoffs and all playoff contests). The appeal must be received by the Section with 48 hours of the date of the ejection. Reasons for the appeal may only include misidentification of the ejected player or a misapplication of the rule. There will be no appeal regarding the judgment of an official.

**Note: There is no appeal process for single game ejections.**

**Coach:**

A coach who is ejected from a contest (for reasons other than fighting) shall be disqualified from participating in the remainder of that contest and his or her team's future contest (s) as outlined below:

- (6) First Ejection: Coach is disqualified from participating in the team's next contest. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for the team's next contest. If the ejection occurs in the last game of the season, the coach would be ineligible for the team's first contest the following season.
- (7) Second Ejection: Coach is disqualified from participating in the team's next three (3) to six (6) contests as determined by the CIF Section Commissioner with jurisdiction in the matter. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for the team's next three (3) to six (6) contests. If the ejection occurs in the last game of the season, the coach would be ineligible for the team's first three (3) to six (6) contests the following season.
- (8) Third Ejection: Coach is disqualified from participating in the remaining contests of that season. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for the remaining contests of that season. If there are six (6) or fewer contests remaining in the season, the coach would be disqualified from participating for up to six (6) contests for the team's following season as determined by the CIF Section Commissioner with jurisdiction in the matter.

A coach who is ejected from a contest for (Fighting/Assaultive Behavior/Gross Unsportsmanlike Conduct) shall be disqualified from participating in the remainder of that contest and his or her team's future contests as outlined below:

- (9) Ejection for (Fighting/Assaultive Behavior/Gross Unsportsmanlike Conduct): Coach is disqualified from participating for the remainder of that season. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for all of the team's remaining contests that season. If there are fewer than six (6) contests remaining in the season, the coach would be disqualified from participating for up to six (6) contests for the team's following season, as determined by the CIF Section Commissioner with jurisdiction in the matter.

Before a coach may return to participate in a contest following a multiple-contest disqualification, for any of the above infractions, the school principal must inform the CIF Section Commissioner with jurisdiction in the matter that they have met with the coach to discuss future behavioral expectations.

**Appeals Process for Multi-Game Ejections:**

The school principal may appeal the penalties listed above in writing to the League Commissioner/President (for a regular season contest, excluding the final contest before Section playoffs) or the CIF Section Commissioner with jurisdiction in the matter (for the final contest before Section playoffs and all playoff contests). The Section must receive the appeal within 48 hours of the date of the ejection. Reasons for the appeal may only include misidentification of the ejected player or a misapplication of the rule. There will be no appeal regarding the judgment of an official.

**Note: There is no appeal process for single-game ejections.**

**Spectator:**

- (10) If a spectator is ejected from a contest, it is the responsibility of the school to ensure that person does not attend that team's next contest. If the same spectator is ejected a second time, it is the responsibility of the school to ensure that person does not attend any of the remaining contests for that season.
- (11) At all CIF events, schools are responsible for ensuring that spectators and unauthorized individuals do not enter the field of play during or following a contest. This includes, but is not limited to, court storming. Schools that violate this policy may be subject to sanctions, as determined by the CIF office with jurisdiction over the matter. This policy is enforced to protect the safety and well-being of student-athletes, spectators, officials, and event personnel, which remains our highest priority. It also reinforces respect for the game, the integrity of competition, and the core principles of the CIF "Pursuing Victory with Honor" sportsmanship program. Ultimately, the focus should remain on the

competitors and their efforts, allowing their achievements to be recognized and honored without disruption.

**Enforcement:**

See Bylaw 503. M. and Article 22.C.(1)(2)(3)(4)

(12) The Executive Director and/or Executive Committee or Section Commissioner and/or Section Board of Managers shall have the power to suspend, to fine, or otherwise penalize any member school for the violation of any CIF or Section rules and regulations or for just cause. The period of suspension or other penalty shall be left to the discretion of the CIF governing body that has jurisdiction of the matter, where the penalty is not fixed.

April/October



10932 Pine Street  
Los Alamitos, California 90720

Telephone: (562) 493-9500

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## CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM\*\*

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

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

Date: March 2026

**Submitted by:**

Name of representative: Boyd Lium

School of representative: Citrus Valley High School

Telephone: 909-799-2300

**Check one of the following:**

League Proposal. Name of League: Citrus Belt League

Advisory Committee Proposal. Committee Name:

Executive Committee Proposal. Submitted by: \_\_\_\_\_

**Rule Change:**

Rule Number Affected: Article 3514 – Number of Team Entries into Playoffs

Implementation Date: 2026-27 Football Season

**Abstract:** (Please add any supporting documents.)

The Citrus Belt League proposes revising Article 3514 – Number of Team Entries into Playoffs so that 11-person football playoff entries follow the same structure currently used by other CIF Southern Section team sports.

Under the current structure, 11-person football playoff entries do not align with the standard entry formula used by other sports within the CIF Southern Section. This proposal would create consistency across sports by applying the same league-size entry model in all team sports.

**Proposed language:**

Leagues would receive automatic playoff entries based on the number of schools in the league as follows:

- Leagues of 4 schools – 2 entries
- Leagues of 5–6 schools – 3 entries
- Leagues of 7–8 schools – 4 entries
- Leagues of 9 or more schools – 5 entries

This change would align 11-person football with the playoff qualification structure used in other CIF Southern Section sports and provide consistency for leagues and member schools across all programs.

**Council First Read:** April 2026

**Council Action Date:** October 2026

**Date Proposal will take effect on member schools:** 2026-27 School Year

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

This proposal is not expected to have a significant financial impact on member schools, leagues, or the CIF Southern Section. The proposal aligns football playoff entry allocations with the existing structure used by other CIF Southern Section sports and does not require additional administrative procedures or resources.

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**3514. NUMBER OF TEAM ENTRIES INTO PLAYOFFS**

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In the sport of 11-person football, the team entry formula for each league into the playoffs is as follows:

- 4 and 5 team leagues = 2 entries
- 6-8 team leagues = 3 entries
- 9 or more team leagues = 4 entries

In the sport of 8-person football, only league champions will be guaranteed automatic entries into the playoffs.

In all sports other than 8 person football, the team entry formula for each league into the playoffs is as follows:

- 4 team leagues = 2 entries
- 5 and 6 team leagues = 3 entries
- 7 and 8 team leagues = 4 entries
- 9 or more team league = 5 entries

- 3514.1 In all team sports other than wrestling and football (For information regarding at-large entries for Football, see the Football Playoff Bulletin), additional entries beyond a league's guaranteed number of entries will only be permitted to enter the playoffs to fill any byes which exist in the opening round. At-large teams, teams meeting the at-large criteria (.500 or better overall record), can only be accepted into the playoffs if there are openings in the original draw after all of the league's guaranteed entries are submitted. (For example, when there are 30 teams entered as guaranteed entries from their leagues into a 32-team draw, there would be 2 byes in the bracket and those byes could be filled by teams who were not guaranteed entries from there.)



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## CIF SOUTHERN SECTION COUNCIL PROPOSAL FORM\*\*

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

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

Date: March 25, 2026

**Submitted by:**

Name of representative: Brian Walsh

School of representative: Corona Del Mar Telephone: 949-515-6058

**Check one of the following:**

League Proposal. Name of League: Sunset League

Advisory Committee Proposal. Committee Name:

Executive Committee Proposal. Submitted by: \_\_\_\_\_

**Rule Change:**

Rule Number Affected: 1223.3

Implementation Date: January 1, 2027

**Abstract:**

**Council First Read:** April 16, 2026

**Council Action Date:** September 24, 2026

**Date Proposal will take effect on member schools:** January 1, 2027

**Financial Impact on Member School and Southern Section (Attach an analysis and supporting documents):** None

## Proposed Bylaw Change:

The Sunset League proposes the following changes to the Summer Dead Period bylaws.

### 1223. SUMMERTIME RULES/SUMMER DEAD PERIOD/SPORTS CAMPS – APPLIES TO ALL SPORTS SECTIONS

1223.3 A summer dead period must be declared by the school district and/or principal for all sports. The dates of the dead period must be forwarded to the Southern Section Commissioner. The dead period must **consist of a total of ~~be the same for all sports all levels and must be two consecutive weeks,~~ fourteen (14) days between the end of school in the spring and the first day of school in the Fall. Each school must select a seven (7) day dead period that is the same for all sports, all levels. In addition, each sport must select an additional seven (7) day dead period that is the same for all levels.** No class could be offered which could circumvent the rule. There are no exceptions to the summer dead period.

During the dead period, NO weight lifting would be permitted. No running or other type of conditioning would be allowed. No coordinated workouts by ANY staff or volunteer member associated with the school are allowed.

Special nationally recognized programs in various sports that require a national or regional championship format, such as Bobby Sox Softball, American Legion or Mickey Mantle Baseball, Junior Olympics, etc., would be allowed to continue, until completion, during the dead period.

## RATIONALE

- Equity across schools/districts that have varying stop/start dates for school calendar
- Equity across sports with varying summer schedules
- Increased flexibility for facilities use
- Still allows for 1-week of school-wide dead period
- Schools wanting to continue with (2) consecutive weeks still can do so



# New Member School Evaluation Form

School Name Ednovate - Atlas College Prep

Principal Alex Cartpenter Yrs. as Principal 2 CIF/Athletic Background? YES N

Athletic Director Genesis Dominguez Yrs. as A.D. 1 CIF/Athletic Background? YES N

Date of Contact Notes

Visit/Phone April 13, 2026 Introductions and school background and history.

Visit/Campus April 21, 2026 Campus visit and meeting with school administration.

Enrollment	Current	Next Year	Target
Grade 9		65 to date	80
Grade 10			
Grade 11			
Grade 12			

**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
	JV Cross Country		JV Cross Country
	JV Basketball / JV Soccer?		JV Basketball / JV Soccer?
			JV Traditional Competitive Cheer?
	JV Track & Field		JV Track & Field
	JV Volleyball?		

Current Athletic Competition: New school that will open their doors in the Fall 2026. Have made contact and met with similar schools regarding competition next year. Working on finalizing 2026 – 2027 JV schedules.

Facilities: CC - Track & Field @ Pepper Tree Park / Basketball & Soccer @ Veteran Sports / Volleyball @ Columbus Tustin Recreation Center.

Commitment to abide by:

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

Comments: School will open with a Freshman Class of 65 to 80 students divided equally between males and females. Requesting JV competition only in year one and two. Atlas College Prep will have the assistance of Ahmad Mallard – Senior Athletic Manager Ednovate Schools.

Membership Recommendation:  Full Membership  X Probationary Membership  Do not Recommend Membership

James L. Perry *James L. Perry*  
Executive Committee Member - Area Representative (Please sign and print name)



# CIF Southern Section Application for Membership 2026-27 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) 9<sup>th</sup> \_\_\_\_\_ 10<sup>th</sup> \_\_\_\_\_ 11<sup>th</sup> \_\_\_\_\_ 12<sup>th</sup> \_\_\_\_\_

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
<b>Fall</b>	Cross Country			<b>Winter</b>	Basketball		
	Field Hockey				Soccer		
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
<b>Spring</b>	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	STUNT						
	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**

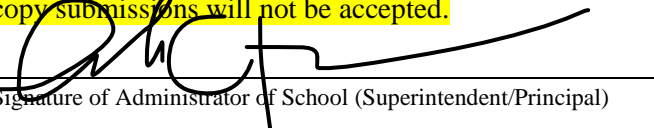
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum,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

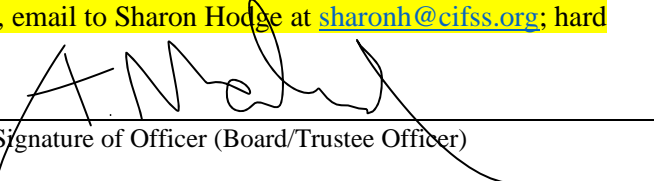
**IMPORTANT Please Note:**

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 1<sup>st</sup> 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](mailto: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**

_____	<b>Approved</b>	<b>Probationary</b>	<b>Full, Restricted</b>	<b>Full, Unrestricted</b>
<b>Date</b>				
_____	<b>Denied</b>			
<b>Commissioner of Athletics</b>		<b>Area Placement</b>	_____	

# ALEXANDER CARPENTER

1808 Stearnlee Ave  
Long Beach, CA 90815

alexanderlcarpenter@gmail.com • (562)787-4425

## OBJECTIVE

Outgoing, enthusiastic, multicultural, and experienced school leader with a proven track record of excellence in educational leadership and college advising seeking a position as a part-time essay editor with Alma Mater.

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## EDUCATION

**Biola University**                      **La Mirada, CA**                      **2004 - 2008**  
Bachelor of Arts in Film/TV/Radio (Emphasis in Screenwriting);  
Torrey Honors Institute graduate

**Chapman University**      **Orange, CA**                      **2009 - 2011**  
Master of Fine Arts in Creative Writing

**UCLA Extension**              **Los Angeles, CA**                      **2012 - 2014**  
Single subject teaching credential: ELA

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## WRITING EXPERIENCE & ACCOLADES

### **Green Dot Public Schools Course Design**

*Course Writer/Curriculum Designer*

- Key member of course design for Academic English Essentials, ELA 11, and ELL English

### **Harper Collins/Zondervan Publishers**

*Published author*

- "Defending the Line: The David Luiz Story," published April 2014

### **Screenplay in Development**

*Untitled biopic in development with Adelaide Pictures*

### **Screenwriting Apprenticeship**

*Iris Yamashita, Academy Award nominated screenwriter ("Letters from Iwo Jima")*

- Developed script for "Eli" and "You & Me"

### **Chapman University (Elephant Tree Literary Journal)**

*Published short story writer*

- "The Construction of Mrs. Dalton," published in Spring 2011 edition

### **34<sup>th</sup> Parallel Literary Journal**

*Published short story writer*

- "Healing," published in Fall 2009 edition

### **SuperSummary**

*Study Guide Writer*

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- Wrote various academic study guides for college-level analysis

## **Sigma Tau Delta International English Society**

*Award winner: Best fiction*

- “A Puta e o Diabo,” presented at Spring 2010 conference
- Academic paper on James Joyce’s “Ulysses” presented at Spring 2011 conference

## **Biola University Screenwriting Contest**

*1<sup>st</sup> Prize Winner, Best Short Screenplay*

- “Heart & Will,” presented at 2008 screenwriting contest

## **PROFESSIONAL EXPERIENCE**

### **Ednovate Inc.**

**Los Angeles, CA**

**July 2024 – present**

*Principal in Residence*

- Support various school campuses in preparation for role as founding principal
- Plan and execute recruitment events for prospective students
- Hire full school staff in support of community needs
- Develop school design for new school in public charter network

### **Legacy College Prep (Ednovate Inc.)**

**Santa Ana, CA**

**July 2023 – July 2024**

*Dean of Culture*

- Promote and uphold school policies and regulations to foster a positive school culture
- Oversee student behavior and cultivate a secure and conducive learning environment
- Partner closely with teachers and staff to address student discipline matters collaboratively
- Utilize restorative justice approaches when necessary to enhance the school's cultural and disciplinary practices
- Play a key role in resolving student conflicts, contributing to a harmonious school culture
- Facilitate disciplinary meetings with students and parents to maintain a healthy school culture."

### **Avenues: The World School**

**São Paulo, Brazil**

**July 2021 – June 2023**

*Dean of Students*

- Work closely with Director of Student Wellbeing to optimize student experience at prestigious global school with multiple locations around the world
- Oversee all college applications for high school seniors

# **ALEXANDER CARPENTER**

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- Lead personal statement workshops for all high school seniors and revise personal statements for caseload of 40 + seniors per year
- Coordinate college visits and workshops
- Plan and implement SEL initiatives for all upper grade students
- Collaborated with administrators and teachers to enhance student experience, including behavioral and academic interventions

**Animo Ralph Bunche Charter School**    **Los Angeles, CA**    **July 2019 – June 2021**  
*College and Career Transitions Coordinator*

- Delivered instruction for College and Career Readiness course for both 12<sup>th</sup> grade and 9<sup>th</sup> grade students
- Oversaw all college applications for high school seniors
- Led personal statement workshops for all UC-bound seniors
- Coordinated college visits to local colleges, such as Santa Monica College
- Planned and implemented curriculum for College and Career Readiness Advisory Program
- Collaborated with school counselors on weekly basis to align schoolwide college readiness objectives

**Animo Ralph Bunche Charter School**    **Los Angeles, CA**    **July 2015 – June 2019**  
*English Teacher, Grade Level Lead, Department Chair, Instructional Leadership Member*

- Delivered instruction in English for grades 9, 10 and 11, including 9<sup>th</sup> and 10<sup>th</sup> grade ELL course for developing readers
- Oversaw Student Success Team (SST) Process for all 9<sup>th</sup> and 10<sup>th</sup> grade students
- Led personal statement workshops for all UC-bound seniors
- Taught college-level course (AP Language and Composition)
- Planned and provided professional development to teachers, including to national conferences for CollegeBoard
- 2017-2018 Teacher of the Year nominee, Green Dot Public Schools

**C.A.T.C.H. High School**    **Los Angeles, CA**    **June 2011 – June 2015**  
*English Teacher, Department Lead & ILT member*

- Provide support to all staff by developing PD in a variety of topics

# **ALEXANDER CARPENTER**

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- Co-wrote WASC Self-Study document
- Lead English teachers through logistical, instructional, and curricular decisions
- Oversaw Student Success Team (SST) Process for all 10<sup>th</sup> grade students, including ELL students
- Led personal statement workshops for all UC-bound seniors and summer SAT programs
- Member of Parent Professional Development committee

**Larger Than Life Productions Universal City, CA**  
*Office Manager*

**July 2008 – July 2011**

- Coordinated all pick-ups and deliveries
  - Processed and monitored all office supply purchases and reimbursements
  - Ran professional and personal errands for producers and executives
- 

## **SKILLS & EXPERIENCE**

Fluent in both Spanish and Portuguese; Experienced in Microsoft Excel, Microsoft PowerPoint, Power School, and Edusoft; Published author (*Defending the Line: The David Luiz Story*); Experience managing athletic events through Special Olympics; Experience coaching varsity soccer team; Grant writing experience and leadership; Acting experience for multiple collegiate productions

## **AWARDS & RECOGNITION**

- Presidential Scholarship Recipient (2007) – Biola University
- Teacher of the Year Nominee (2018) – Green Dot Public Schools
- Team Strong Award Recipient (2020) – Green Dot Public Schools

*References provided upon request*

## **GENESIS DOMINGUEZ**

1703 Olympus Avenue, Hacienda Heights, CA 91745

Phone: (626) 278-4043

Email: genesis@live.com

### **Objective**

Results-oriented Sociology graduate seeking a role in a School Operations role to leverage strong problem solving and teamwork skills to optimize school operations and enhance student and family outcomes.

### **Highlights**

- o Strong Interpersonal Communication Skills in English and Spanish
- o Effective Communicator
- o Adaptable

### **Experience**

#### **Ednovate**

#### **Atlas College Prep - Dean of Operations & Athletic Director**

- Led logistics for projects and events that happened at school to ensure that they were carried out

smoothly.

Managed operational budget for founding class, including athletic program

Ensured accurate attendance for the purpose of state reporting, which also included issuing truancy letters and setting up intervention meetings.

Worked closely with the nutritional program to meet meal count and Alternative Income Forms goals.

Communicated important information to parents and families.

Took lead on Report Card pick up by ensuring the correct information was provided to teachers.

Provided optimal customer service to all our families no matter the situation. Completed supply requests from staff to support teaching needs. Made sure technology was functioning properly for everyone. Made sure student files were current and contained everything they needed.

#### **Esperanza College Prep - Operations Coordinator June 2023 - 2025**

- Worked on the logistics for projects and events that happened at school to ensure that they were carried out

smoothly. Set up transportation for field trips. Ensured accurate attendance for the purpose of state reporting, which also included issuing truancy letters and setting up intervention meetings. Worked closely with the nutritional program to meet meal count and Alternative Income Forms goals. Communicated important information to parents and families. Took lead on Report Card pick up by ensuring the correct information was provided to teachers. Was always ready to give the best customer service to all our families no matter the situation. Completed supply requests from staff to support teaching needs. Made sure technology was functioning properly for everyone. Made sure student files were current and contained everything they needed.

### **Ednovate -Esperanza College Prep**

#### **Operations Assistant October 2021- June 2023**

- Ensured smooth school operations by managing tasks and projects, whenever needed. Making sure to maintain

accurate attendance records for state reporting. Making sure the front desk was organized and well put together for smooth operations. Was always ready to give the best customer service for all our families by addressing their needs as promptly and professionally as possible. Maintained optimal technology functionality for both teachers and students. Made sure student files were current and accurate.

#### **S.A.J.E. (Strategic Actions for a Just Economy) S.E.E.D. Scholar (Internship) June 2020- December 2020**

- Analyzed data and presented data on recognizing pre-gentrification patterns to the Dean of the School and L.A. County Officials. Presented data to help inspire new laws or/and protocols. Mentored a class in the fall semester to build a dashboard that represented the data they collected from a survey regarding sentiments towards juvenile imprisonment.

## **Aldo Shoes**

Store Manager March 2021- August 2021

- Making sure the store runs as efficiently as possible. Strong leadership and team-building skills that create a

healthy and positive work environment. Training all employees to ensure they understand company policies and

operations. Being able to adapt to different cultures and environments as needed. Managing inventory and loss prevention. Ensuring visual presentation complies with the company standards. Analyzing traffic trends and revenue data to maximize profit.

## **Aldo Shoes**

Assistant Manager June 2018- March 2021

- Supports the manager in all of the essential duties necessary for the efficient operation of the store. Trains new

sales associates in product knowledge, visual presentation, sales techniques, and administration. Maximize sales by providing prompt and courteous customer service. Helps implement store policies and procedures. Responsible for making sure quotas were met. Delegating tasks to the team to make sure things were being done as effectively as possible.

## **Crocs Retail**

Sales Associate (2012-2015) & Team Lead July 2015- June 2018

- Assisting customers and making sales. Responsible for resolving customer complaints. Guided fellow employees

in making sure that company and personal goals were met. Operated store when manager was not present. Responsible for opening and closing store. Preparing deposits at closing. Filling out paperwork at the beginning and end of the day. Overlooked accuracy of product shipments.

Joined conference calls with the District manager. In charge of visual merchandising and making sure store is up to company standards. On-boarding and training new hires.

## Education

California States University of Los Angeles September 2018- December 2020 Bachelor's Degree in Sociology (General Option)  
Awards Magna Cum Laude

Pasadena City College, Pasadena September 2012-June 2018 Associates Degree in Humanities  
Associates Degree in Social Sciences and Behavior  
Associates Degree in Communication Arts

Glen A. Wilson High School, Hacienda Heights August 2007-2011 High School Diploma  
Spanish Honors Society  
Awards- Spanish Award, Photography Award

## Skills

- Bilingual: Fluent in English and Spanish, Highly proficient in Microsoft Excel, Microsoft Word, Zoom, Canvas, and Google Products



# Baseline Instructional Expectations

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# Instructional Expectations

## EDNOVATE 5 TEACHER MOVES

As we continue to implement the [Common Core State Standards](#) and SBAC-aligned assessments, our focus remains on our 5 Teacher Moves. Instructional staff will receive ongoing professional development to master these critical teacher moves and ensure their consistent implementation across all classes. Below is more information about each move; detailed information can be found here:

[Ednovate 5 Teacher Moves](#) [Student Supports](#)

	<b>Caring &amp; Accountable Classroom</b>	<p>Foster a learning environment through intentional routines and supportive actions that consistently upholds high expectations with kindness, empowering students to take ownership of their learning.</p> <p>Please note that the focus is on the instructional practices that underlie strong classroom culture and is distinct from the network culture system.</p>
	<b>Backwards Planning</b>	<p>Deeply internalize the content, skill, and rigor of the standards you will teach, then craft measurable objectives that align daily instruction with long-term learning goals.</p> <p>A template quarterly planner can be found <a href="#">here</a> along with our <a href="#">Pacing and Assessment Guide</a>.</p>
	<b>Targeted Questions</b>	<p>Deliver a quick series of carefully crafted questions that students must answer at key points in the lesson to assess mastery of essential content and skills.</p>
	<b>Purposeful Monitoring</b>	<p>Intentionally gather data on students' progress as you circulate and then respond with immediate and individualized feedback that ensures students do the cognitive "heavy lifting" of the task.</p>
	<b>Objective Assessment</b>	<p>Provide an assessment for each lesson objective that tells you what students learned from the lesson.</p>

### Students with IEPs and 504s

Individualized Education Plans (IEPs) are legally binding documents– students must be provided with the accommodations outlined in their IEPs. Some students may also have academic accommodations outlined in a 504 plan.

Assignments should not be graded and entered for students with IEPs or 504s if assignments are not modified or accommodated as per the student’s IEP or 504. For questions about this policy, please contact the Director of Special Education.

### Multilingual Learners and iELD

While multilingual learners (MLL) receive designated ELD (dELD) instruction outside of class, teachers are expected to support MLLs in class through [integrated ELD](#) (iELD). Ednovate has identified four core strategies that should be incorporated into daily instruction to support our MLLs. See the associated documents for more details on each strategy.

EDNOVATE CORE FOUR STRATEGIES FOR SUPPORTING MULTILINGUAL LEARNERS			
Vocabulary Instruction	Graphic Organizers	Sentence Stems	Chunking a Text

- ☰ ML - Core Four Strategies - Vocabulary
- ☰ ML - Core Four Strategies - Graphic Organizers
- ☰ ML - Core Four Strategies - Sentence Starters
- ☰ ML - Core Four Strategies - Chunked Text

### DATA ANALYSIS & REFLECTION

#### Guided Analysis

After each interim exam, teachers complete a Guided Analysis document to analyze their student data to inform instructional decisions including reteaching, spiraling, and student groupings.

Campuses may add to the Ednovate Guided Analysis Template, however, campus-specific documents must include the baseline elements in the Ednovate Guided Analysis Template found here, including an analysis of performance bands, standards and subgroups, as well as a data-driven action plan:

- ☰ Interim Guided Analysis & Planning

## Data Conferences

After teachers complete their Guided Analysis, instructional coaches meet with teachers 1:1 to review their analysis and updated instructional plans. Data Conferences should take place during planning week and should conclude within the first two weeks of the quarter.

## Ongoing Analysis

All staff are expected to use the Assess, Analyze, Act process at various cycle levels in their practice. For a teacher, this could look like:

Assess	Analyze	Act
Conduct frequent CFUs throughout the lesson.	Identify foundational misconceptions	Re-teach missed concept in a different way in class
Implement exit ticket at the end of each objective	Identify students who did not master the day's objective	Pull a small group to re-teach the missed concepts the next day
Input standard mastery grades from the week's mastery assignment	Identify standards not at 80% mastery	Conduct a whole-class re-teach
Execute Quarterly Interim Assessments	Identify subgroup gaps on interim performance via the guided analysis	Introduce additional scaffolds into instructional materials for the quarter

## ARTIFICIAL INTELLIGENCE

Ednovate is working to integrate AI into the student and staff experience to promote educational equity, ensure we are future-ready, to enhance learning, and increase sustainability.

Ednovate has established the following guidelines for the responsible use of AI in our organization. More information can be found here: [AI at Ednovate](#)

# Grading

## NUMBER OF GRADES PER WEEK

There are **no network requirements** for grades per week; however, please follow the guidelines of your campus. Instructors should continue providing feedback to students at least weekly, and each campus may establish their own expectations for grade entry. Individualized work completion plans may be created for students as needed.

## MINIMUM GRADING

In alignment with our commitment to [grading for equity](#), a minimum grade of 50% for grades of F will be used for all graded assignments. There are established rationale for this framed around the history of grading and the inequities inherent in the 0-100 scale. Please see this [summary](#) from Victor Gonzalez at Legacy that provides much more history and references to research about the benefits of this policy.

## MASTERY BASED GRADING

As we aim to focus more on mastery of concepts and content than on deadlines and homework, we aim to follow the guidelines of [Grading for Equity](#) that asserts that docking late assignments is not as important as focusing on whether students master content standards.

### Interim Assessments

As a quarterly assessment of standard mastery, student performance on interim assessments should be incorporated into their grades. The grade should be equivalent to approximately 10% of the student's quarterly grade for their assessed course. Schools may determine the balance of mastery and growth they would like to be reflected in these grades, and may utilize points-based, standards-based, or category grading.

### Submission of Late Work and Homework

Policies of lowering grades for late work and homework could lead to inequities when every student's home situation is different. While campuses can set their own late work and homework policies, this year we encourage that campuses consider focusing on solely mastery grades.

### Grading for Completion

While completion-based grades are discouraged, there is no network wide policy requiring specific grading practices. Teachers should adhere to the grading policies outlined by their campus.

# Credit Recovery

In alignment with our commitment to ensuring all students are eligible to apply to a 4-year university, schools will run summer school, and continue to support students who continue to need support with additional credit recovery options during the academic year.

Students behind in many classes, while they will need a great deal of support, will not be officially "held back." In addition to the [copious amount of research](#) that grade retention has a harmful effect on students and leads to more of them leaving school before graduating, we would avoid this at all costs and especially following a global pandemic when so many of our students were impacted. Resources are being brought to campuses, including training in Grading for Equity, tutors, additional Instructional Aides and Social-Emotional Learning training and support to ensure growth of students needing to recover credits.

See here for more information about our Credit Recovery model: [SY25 Ednovate Credit Recovery](#)

# CCSS Alignment And SBAC

Common Core State Standards (CCSS), adopted network wide in SY23, allow students to have access to rigorous practice at appropriate grade level material. All courses must deliver content that meets the rigor of the CCSS (or other designated standards e.g. NGSS for science, CollegeBoard AP Standards for AP courses), including grade-level appropriate text and task complexity.

- ☰ Task Complexity Rubric
- ☰ Text Complexity Analysis

Quarterly interim assessments for ELA, math, and history are backwards planned from the Smarter Balanced Assessment Consortium (SBAC) assessment that students take in 11th grade and are CCSS aligned. Science interim assessments are aligned to Next Generation Science Standards (NGSS) and the California Science Test (CAST).

# PMC Journeys And Capstones

## PMC JOURNEYS

PMC Journeys (PMCJ) will be required for all students each quarter, and each teacher is expected to complete one PMCJ per semester. PMCJs are outlined using the PURPOSE framework and evaluated on the [Ednovate PMC Journey Critical Thinking Rubric](#).

Please see the PMCJ One-pager for additional information and resources, including planning templates, PMCJ bank, and guidance on adapting the critical thinking rubric to your content and context.

- ☰ SY25 PMC One Pager

## CAPSTONES

The [experience of PMC Capstones](#) is provided for all 12th graders at every campus. The [Capstone Grading Rubric](#) should be utilized to assess Capstone projects and presentations. This is a skeleton and will need to be adjusted for various pathways and presentation plans per school. Teams should meet and review the example questions and key thought process. Discuss whether these questions and thought processes meet the requirements of your pathways.

# ACRIs

All ACRIs will be tracked and progress shared with students and guardians in advisory and during Report Card Pick Up (RCPU). See below for the ACRI requirements.

ACRI	Requirement	Notes
<b>MASTERY</b> <i>Passing All Classes</i>	Grades A-C in all classes.	Students will receive (A-F) each quarter, with minimum F at 50%.

<b>COLLEGE READINESS SKILLS SBAC</b>	On track for assessment indicator	See details here <a href="#">SY25 Assessments</a>
<b>PRESENCE Attendance</b>	No more than 17 absences	Excused and unexcused included in the total.
<b>SELF-REGULATION Discipline</b>	Fewer than 13 reflections	On-track status will be based on the number of reflections earned  See guide to thrive for more information on shout out/reminders
<b>PURPOSE PMC Hours</b>	10 hours each year	On-track status will be based on the completion of 2.5 hours per quarter, totalling 10 hours each year.
<b>CRITICAL THINKING PMC Journeys</b>	1.5 average on Critical Thinking rubric	A PMC Journey must be completed by each student at least once each quarter and is assessed by critical thinking rubric.
<b>WELLNESS Social Emotional Learning</b>	TBD	An SEL metric will be piloted in SY26. The data will be tracked, but students will not be held accountable to the metric to determine standing for summer school and advancement in SY26.

# Advisory

## PURPOSE

### Advisory Purpose and Vision

Ednovate’s Advisory system is a critical part of its strong, positive school culture and relationships. All students are assigned to an advisory, and we do our best to ensure they are with that same advisor and cohort of students for all four years that they are in high school. Advisory serves as a family within the larger school setting.

Advisors support their students’ paths to graduation in a variety of ways, including culture setting, building relationships, providing support, strengthening communication, and providing opportunities for social emotional learning.

### Annual College Readiness Indicators and Advisory

Our advisory program aligns with the Whole Child Report Card and the Annual College Readiness Indicators (ACRIs). Advisors provide personalized guidance to ensure students are academically, socially, and emotionally prepared for college and beyond.

## GRADING AND STRUCTURE

### Advisory Culture

Advisory is a class, and all class expectations apply– be sure all school and network culture expectations are upheld at all times, and core teacher moves and instructional practices are at the foundations of our advisory classes.

Advisory IS	Advisory IS NOT
<ul style="list-style-type: none"><li>• A space with a strong and positive culture that allows for daily 1:1 check-ins with students</li><li>• A community and support system for students</li><li>• A bridge between home and school communication</li></ul>	<ul style="list-style-type: none"><li>• Free time</li><li>• Study hall</li><li>• Optional</li><li>• A space exempt from standard school and network expectations for behavior, attendance, technology use, and food policies</li></ul>

See the [Advisory Baseline Expectations](#) for more information about structure and guiding practices and the [Advisory Playbook](#) for best practices and resources.

 [Ednovate Advisory Baseline Expectations](#)

 [Advisory Playbook Final Draft](#)

### Progress Reports

Students and families receive bi-weekly or weekly progress reports, delivered either as printed documents or through a secure digital messaging system. As part of the advisory grade, advisors are responsible for verifying that students have shared these reports with a guardian. This verification typically occurs in one of two ways: either by collecting signed paper progress reports from students, or by recording a digital confirmation that the guardian has reviewed the report. This process ensures regular communication of student progress and involves families in the academic journey.

Advisors are also encouraged to use their advisory gradebooks to track completion of weekly SEL lessons. See the following section for more details about the SEL program.

## SOCIAL EMOTIONAL LEARNING

### Wayfinder

At Ednovate, we are integrating the Wayfinder social-emotional learning (SEL) curriculum into our advisory system to enhance our students' holistic development as part of our Whole Child approach. This research-based program will form the foundation of our SEL metric, which will be piloted as an ACRI in SY26.

Each week, students will be responsible for completing their assigned Wayfinder lesson along with a brief six-question formative assessment to be taken prior to the start of the Wayfinder lesson. To track more comprehensive change over time, students will also complete beginning-, middle-, and end-of-year Summative assessments. Both formative and summative assessments will provide insight into students' wellbeing across six core SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making, and Purpose. Each competency will receive a score from 0 to 5, with 0 is the lowest and 5 is the highest level of demonstrated skill.

In addition to facilitating weekly Wayfinder SEL lessons, Advisors are expected to monitor student assessment completion and track wellbeing scores in each competency. Advisors should serve as the first point of support to initiate a social-emotional check-in if a student consistently scores below a 2.5 in any category. If an Advisor has social-emotional concerns about an advisee following a 1:1 social-emotional check-in, they should then elevate their concern to the school Social Worker.

# Network Assessments

## ASSESSMENT CADENCE

Ednovate employs two assessment tools to gauge student mastery and progress: Star by Renaissance and internal, SBAC-aligned interim assessments. The Star assessment is administered three times throughout the year - as a pre-assessment, mid-assessment, and post-assessment - allowing us to measure student growth at these benchmarks and provide a predictive score for the SBAC. The quarterly interim assessments, administered at the end of quarters 1, 2, and three, provide standards-based data to teachers to inform instruction for the coming quarter.

Additional information about the purpose of each assessment can be found here: [SY25 Assessments](#)

## TESTING EXPECTATIONS

Our assessments allow us to monitor student standard mastery and provide critical information for teachers to adjust instructional approaches to best meet the needs of their students. The teacher practices outlined below ensure that we create and maintain an appropriate testing environment to accomplish these critical objectives.

Testing Period	Must Dos	Best Practices
<b>BEFORE TESTING</b> <i>Setting up for success</i>	<ul style="list-style-type: none"><li>• Attend pre-testing staff meetings</li><li>• Set up room for testing<ul style="list-style-type: none"><li>○ Desks facing forward</li><li>○ Free of clutter</li><li>○ Reference materials removed or covered</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Pump-up activities and setting goals the week before the exam</li><li>• Daily messaging in advisory/classes of mandatory attendance on testing day</li><li>• Advisory celebratory breakfasts the morning of testing - get into positive headspace before exam</li></ul>

<p><b>DURING TESTING</b> <i>Maintaining an effective testing environment</i></p>	<ul style="list-style-type: none"> <li>● Follow all <a href="#">proctor expectations</a> per proctor instructions</li> <li>● Ensure students follow all testing expectations and procedures <ul style="list-style-type: none"> <li>○ Students in chairs and at desks</li> <li>○ No phones, headphones, or food</li> <li>○ Clear desks, except for testing materials <ul style="list-style-type: none"> <li>■ Backpacks on floor</li> <li>■ Phones in backpack (not on lap!)</li> </ul> </li> <li>○ Voice Level 0</li> <li>○ Follow Bathroom Protocol</li> </ul> </li> <li>● Active monitoring- <ul style="list-style-type: none"> <li>○ circulate around the room</li> <li>○ utilize <a href="#">Hapara</a> to monitor browser tabs and current screen</li> <li>○ support students who are not actively testing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Communicate testing progress to pod space and AP of Instruction <ul style="list-style-type: none"> <li>○ Align breaks to ensure movement and noise does not disrupt other testing spaces</li> </ul> </li> </ul>
<p><b>AFTER TESTING</b> <i>Concluding testing and closing out strong</i></p>	<ul style="list-style-type: none"> <li>● Confirm, confirm, confirm test submission</li> <li>● Maintain class culture until dismissal</li> </ul>	<ul style="list-style-type: none"> <li>● Student reflection: goal monitoring, strengths and areas of growth, error analysis</li> </ul>

Additional information for establishing testing culture can be found here:

[Ednovate Testing Culture](#)



# Ednovate Impact Report School Year 2024-25 Better Together

“Thanks to your partnership, Ednovate delivered another year of high-quality, innovative learning rooted in our Whole Child Report Card... Together, we are creating thriving futures filled with purpose and possibility.”

— Oliver Sicat, CEO & Co-Founder

## SCHOOL YEAR HIGHLIGHTS

**100%** college acceptance  
for graduating seniors



**\$70M**  
in scholarships earned



**Double-digit gains**  
in math & reading proficiency



**Launched community schools on six campuses**



**3% enrollment growth** despite statewide declines



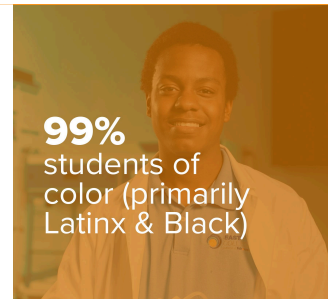
**3 charter renewals,** each unanimously approved



“No other school has staff that look out for you like they do here. **At Ednovate, you’re guaranteed to graduate—and you’re guaranteed to go to college.**”

— Jayden James Fleming, 11th grade

## WHO WE SERVE: BY THE NUMBERS



Scan to view the full online Annual Report



# THE EDNOVATE DIFFERENCE



**100% four-year college acceptance** (vs. 55% statewide Black/Latinx)



**Nearly 100% A–G completion** (vs. 52% statewide)



**60% alumni earn a living wage** (vs. 45% peers)



**66% secure strong early-career jobs** (vs. 43% peers)



**60% report high well-being** (vs. 43% peers)

# THE EDNOVATE WAY



## Positive Multigenerational Change

Helping students achieve their dreams and inspiring future generations.



## Innovation

Harnessing AI to personalize learning and prepare students for a changing world.



## Academic Excellence

Rigor and high expectations paired with holistic support.



## Better Together

Students, staff, families, and community uplifting one another.

# What's Next: Expanding in Orange County

- Building on the success of Legacy College Prep in Santa Ana: 100% acceptance, \$4M+ scholarships annually, 548 alumni.
- Unanimous county-wide charter approval to open four new schools in Tustin, Santa Ana, Garden Grove & Orange.
- Meeting urgent local needs: only 36% of students in OC attend high-quality schools; just 14% of Black & Latinx students have access.
- By 2030, Ednovate will grow from seven to 11 schools, preparing students for college, career, and thriving futures.

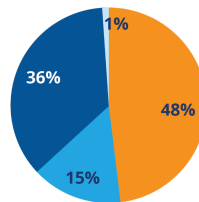
# FINANCIAL SNAPSHOT

Revenue FY25

**\$66.1M**

Fundraising

**\$4.3M**



- Personnel
- Operating Cost Programmatic
- Operating Cost Facilities
- Depreciation and Interest



“I’ve always seen Ednovate as family. My kids will remember their teachers forever. **Attending Hybrid made my son realize how important college is.**”  
— Lubia, Parent

**Your support makes this possible. Together, we’re not just celebrating diplomas — we’re creating Positive Multigenerational Change and thriving futures filled with purpose and possibility.**

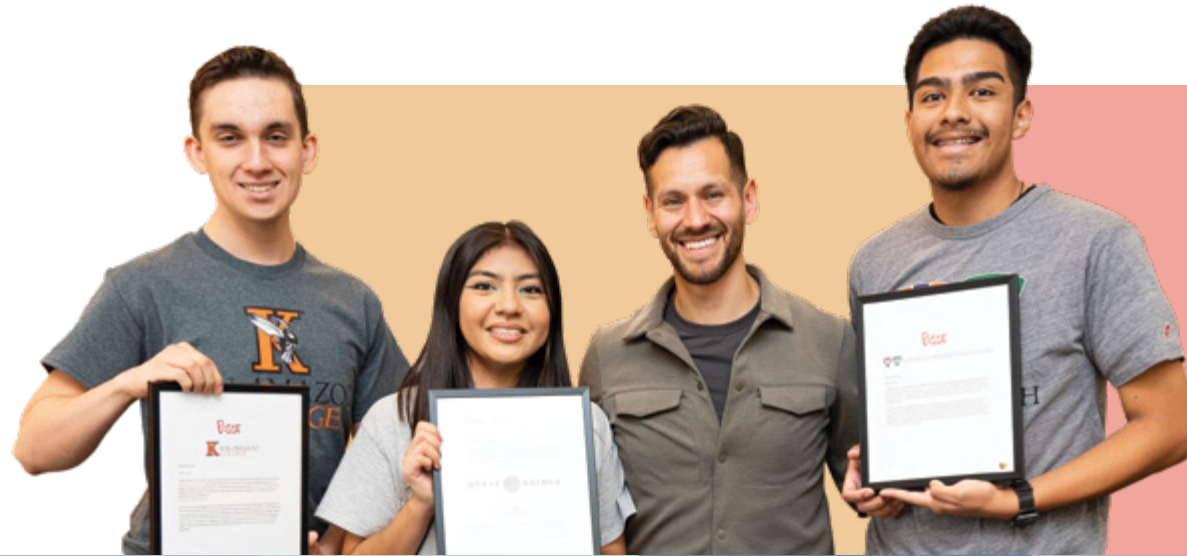


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# ANNUAL REPORT

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# Letter From the CEO

## Dear Ednovate Community,

Reflecting on our journey since opening our first school in 2012, I am deeply humbled and honored by what we have achieved together for the communities we serve. We've realized dreams, secured families' futures, opened new schools, and implemented innovative practices that are setting new benchmarks for high-school education in this country. I am looking forward to yet another promising year ahead of us.

Looking back at last year, Ednovate continued delivering on our promise to create positive multigenerational change—99% of our seniors in the Class of 2024, across ALL Ednovate Schools, were accepted into a four-year university. This is particularly notable compared to the approximately 35% of Latino and Black students in California Public High Schools that graduated eligible to apply to a CSU or UC school.

Last year, Ednovate's 722 graduating high school seniors earned 4,239 college acceptances from prestigious schools such as USC, UCLA, UC Santa Barbara, UC Berkeley, Harvey Mudd College, Dartmouth College, Pepperdine University, Stanford University, Howard University, Duke University, Occidental College, Cal State Long Beach, and Cal State Fullerton.

Additionally, our academic success earned us state and national recognition, with three more of our schools—East College Prep, Brio College Prep, and Esperanza College Prep—named CA Distinguished Schools, placing them among the top 5-10% of schools in the state. This achievement ultimately led to national recognition from the U.S. News & World Report.

Despite a statewide trend of declining enrollment, Ednovate saw a 4% increase in network-wide enrollment last year. Families continue to choose Ednovate because we are effectively closing the systemic and pervasive achievement gap. That's why we created Ednovate 12 years ago and is a driving force behind our expansion efforts. We will continue to leverage the laws and policies guiding charter schools to create and build a model and system of schools for our Latino, Black, and first-generation families to finally deliver on their dreams so their children can be prepared for and accepted to the college of their dreams.

Our achievements embolden us with energy to continue fighting for our students and families—which is critical now more than ever. Political headwinds continue to push for anti-charter laws and local district resolutions, these challenges are coupled with the threats of declining enrollment, and real-estate to name a few. We will strategically confront these pressures as we continue with our commitment to expand into

communities that need us. On that note, I am pleased to share that we begin this school year with approval from the Orange County Board of Education to establish a new countywide charter that will include the opportunity for us to open four new campuses throughout Orange County—Tustin, Garden Grove, San Juan Capistrano, and Santa Ana.

We remain committed to serving more students and families with our dedicated team of staff—and supporters like you—by our side to drive more positive generational change. Thank you for being an invaluable part of our Ednovate community.



Better Together,

Oliver

# Mission And Values

Ednovate's mission is to create Positive Multigenerational Change by providing college-prep, tuition-free education, with a focus on first-generation, college-bound high schoolers across Southern California. We believe in the academic promise of each student; we set high expectations and boost our students with strong supports and personalized counseling and mentoring, which brings into clear focus that vision of college success and a bright future.



## Teamwork

We trust and care for each other, hold each other accountable, and work toward collective results, believing that we are better together.



## Joy

We take every opportunity to recognize one another's contributions and bring joy to the work



## Integrity

We have consistency between our values and actions



## Mastery

We innovate to seek creative ways to improve existing systems



## Community

We honor, engage in, and celebrate the relationships and culture between our school, our families, and our community



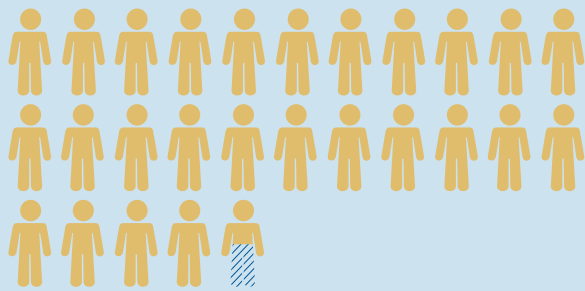
# Who We Serve

We serve first-generation college-bound students from traditionally underserved communities. Most Ednovate students come from communities that have been underserved for decades by the public education system and over 85% of our students will be the first in their families to go to college.

## By The Numbers



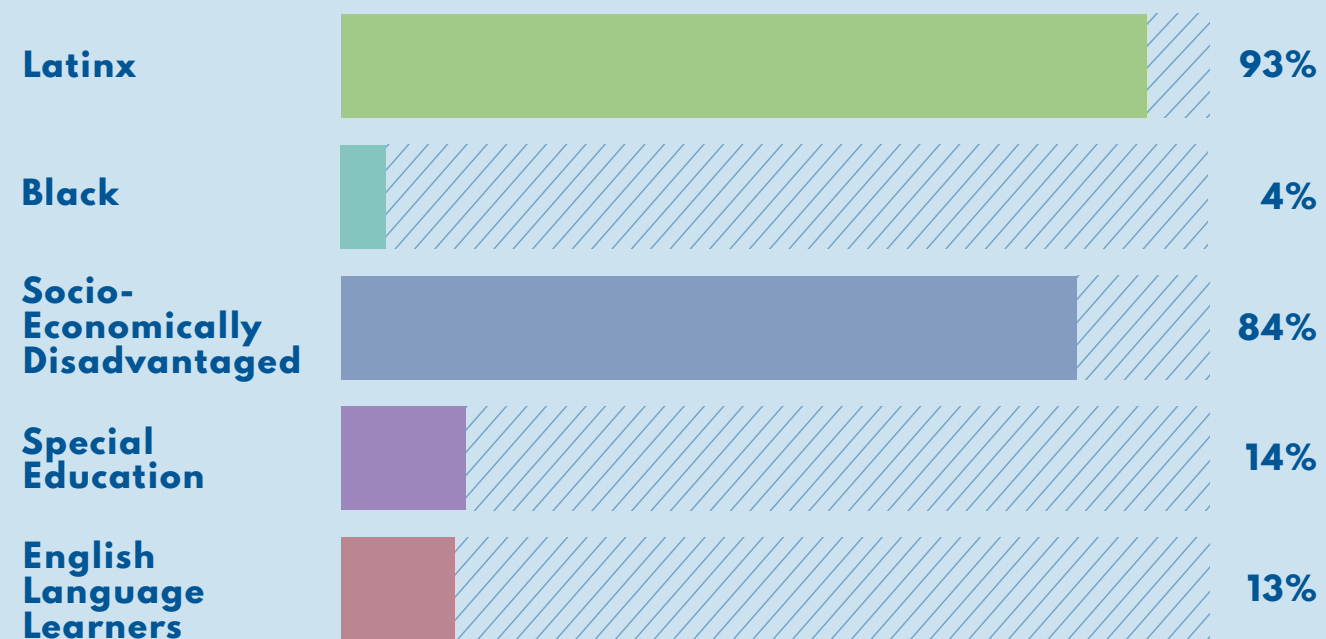
# 7 High Schools



**2653** Students



**3025** Alumni



# Our Impact

This year, over 99% of our students were accepted into a 4-year university network-wide; four of our schools (USC Hybrid High, Legacy, Esperanza, and South LA) reached 100% college acceptance! Despite unprecedented roadblocks regarding the FAFSA form, 97% of our Ednovate students submitted a FAFSA or Dream Act application with the help and support from our Ednovate College team. USC Hybrid ranks third in California for the highest percentage of completed FAFSA forms!

Additionally, our academic success earned state and national recognition, with three more of our schools—East College Prep, Brio College Prep, and Esperanza College Prep—being named California Distinguished Schools, placing them among the top 5-10% of schools in the state. We also earned national recognition from the U.S. News & World Report.

## Educational Impact

	SY22	SY23	SY24
College Acceptance	96%	97%	99%
Number of Students with College Acceptances	478	540	708
Scholarships	\$20M	\$42M	\$36M

*\*Due to FAFSA delays, the SY24 total likely underestimates the actual aid offered.*

## Ednovate Decision Day

Each spring, we host a special event called Decision Day, a significant moment for our community. Seniors proudly wear their college shirts and announce their higher education and career plans in front of peers, families, and the community. Juniors in the audience look forward to their own future announcements.

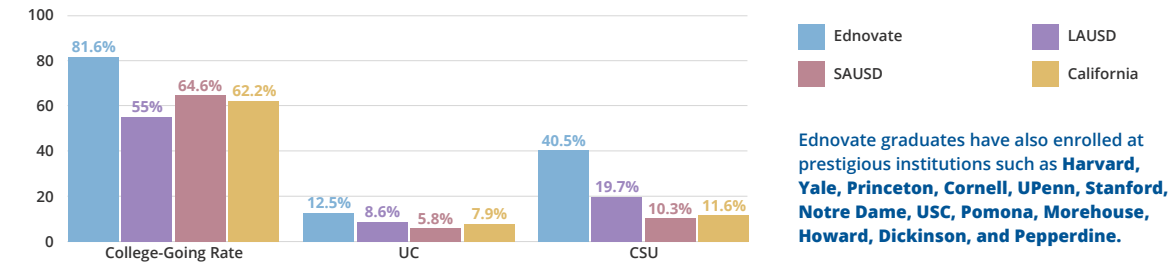
This year, Ednovate’s graduating seniors shared their next steps, including college, military service, or career plans. **They earned 4,239 college acceptances from prestigious schools such as USC, UCLA, UC Santa Barbara, UC Berkeley, Harvey Mudd College, Dartmouth College, Pepperdine University, Stanford University, Howard University, Duke University, Occidental College, Cal State Long Beach, and Cal State Fullerton.**

## From Decision Day to UCLA

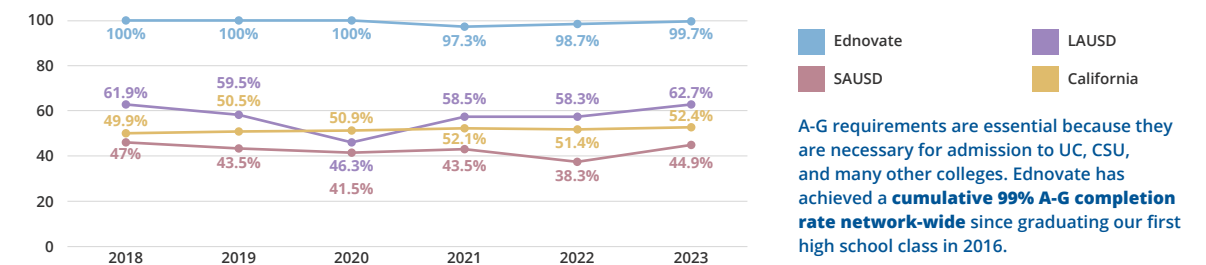
At Ednovate’s 2023 Decision Day, Samara proudly stood before her peers and announced her decision, symbolizing a pivotal step of her journey towards living a choice-filled life. Recounting her experience of the day, Samara shares, **“Amidst the tumult of anticipation, witnessing the genuine joy and fulfillment on the faces of my peers who surpassed their own expectations brought an overwhelming sense of happiness. It dawned on me that the value of education transcends the name of an institution; what truly matters is the journey and the growth it facilitates. In that moment, I embraced the truth that regardless of where one attends, the pursuit of knowledge is a noble endeavor worthy of celebration.”** Today, Samara is thriving at UCLA – deepening her understanding of academic subjects, building friendships, and enjoying a newfound independence that has been immensely fulfilling for her.

## Ednovate Schools by Comparison

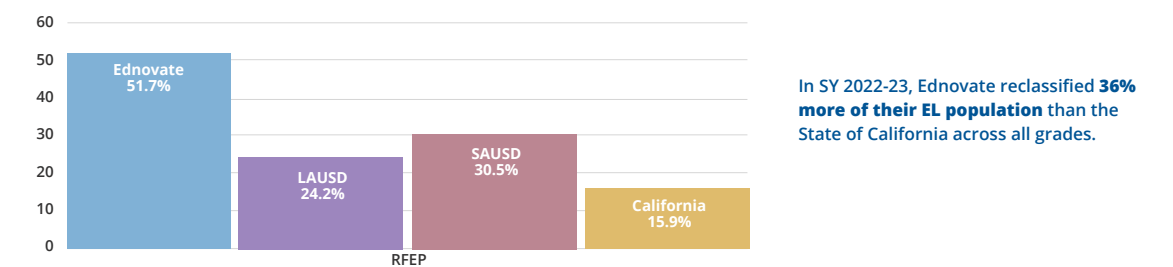
### College-Going, UC, and CSU Rates 2023



### A-G Requirements 2018-2023



### Reclassified Fluent English Proficient SY 2022-23



“I felt like I was hands off, but that was thanks to Esperanza because his counselor, Mr. Rodriguez, really helped him out and as a parent, that just made it easier on me... they are doing a wonderful job preparing the students for college.”

**Esperanza College Prep Parent of Jeremy Arredondo, University of La Verne**



# The Ednovate Way: Whole Child College Prep

We believe every student has a genius, and we must find it and cultivate it. ACT and GPA have been proxy measures of success for over 50 years. Our experience tells us that there are better measures to capture each student's genius, their special gift to this world, so they can use it for good, to make this world a better place. We call this Positive Multigenerational Change. Our innovative Whole Child Report Card not only prepares students to get into college but also gives them a better chance at thriving in life.

100% of our students are accepted into a 4-year university with a 73% initial ECC rate; those not on a 4-year path are on a stable career path



Where schools must continuously innovate

What is consistent across all schools

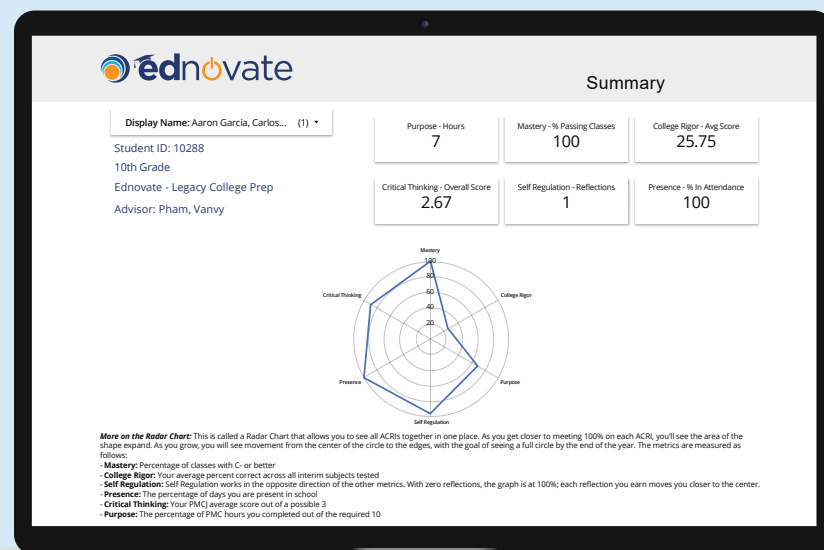
Annual College Readiness Indicators

Operational Excellence

Caring and Accountable Culture

Talent/Teamwork

Our Whole Child Report Card is our anchor to ensuring ALL students have a multidimensional college preparation experience, consisting of 6 key components. Our Whole Child Report Card measures:



## Mastery

Over 4 years, every student will take a complete A-G catalog of courses, ensuring they can apply to college.

## College Rigor

Every student will take a nationally normed STAR test giving each student individual feedback in math and english, including grade level equivalent reading and math scores, growth scores and SBAC predictors.



## Purpose

Each year, students are required to proactively find organizations to serve or intern with in order to continue exploring their passions, interests, and purpose in preparation for college and beyond.

## Presence

Showing up is the first part of preparing for college, including consistent attendance.

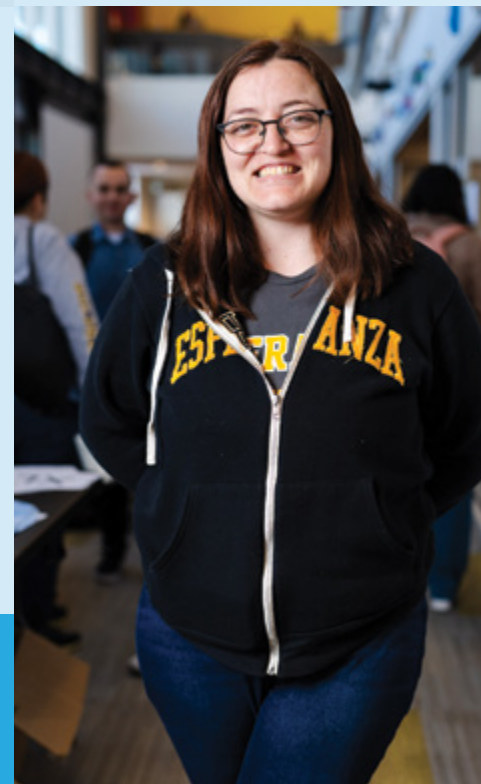


## PMCI/Critical Thinking

Every student will have 12+ opportunities to learn more about career options and enduring challenges in our world to better understand their interests and the world around them through our PMC Journeys.

## Social Emotional Learning/Self Regulation

Social and Emotional Learning (SEL) equips children and adults with essential skills to manage emotions, achieve goals, show empathy, maintain positive relationships, and make responsible decisions, fostering well-rounded individuals ready for real-world challenges.



The WCRC has empowered students by giving them access to their up-to-date data in one place for the first time. Previously, they relied on their advisors for this information. Now, students can independently monitor their Whole Child College Prep, allowing them to make informed decisions about their focus areas. The daily updates enable them to track their progress continuously, significantly enhancing their overall educational journey.

**Brianna Casiano, Assistant Principal, Esperanza College Prep**

The WCRC has helped me understand what I need to work on academically and socially and what I'm excelling at, which gives me an idea of what to do better for the next year. It gives the information I need to know in order to be better prepared for the school day.

**Jayden Parra, Class of 2026**

# Positive Multigenerational Change (PMC)

## What Sets Ednovate Apart

### PMC Hours, Journey, and Senior Capstone

#### PMC Hours

Students engage in a minimum of 10 PMC hours annually, exploring personal interests such as internships, research opportunities, and community volunteer work across diverse subjects and tracks.

#### PMC Journey

Quarterly, students undertake hands-on career-based projects aligned with themes that deepen their understanding of self, community, nation, and the world.

#### Senior Capstone

Students engage in year-long, student-designed passion projects that culminate in presentations. For example, Dalia created artwork, a virtual world, and a role-playing game, which she demonstrated to PMC Capstone panelists.



### Personalization

We recognize each student's unique strengths, needs, talents, passions, and intelligences. Our approach is personalized to create a tailored learning experience that leverages these attributes, enabling students to excel in rigorous academics. We reject a one-size-fits-all model in favor of individualized education that maximizes success.



### College and Career Readiness

Our comprehensive College Readiness Program prepares students for successful transitions to higher education. Components like College Knowledge and the College Readiness Seminar provide essential tools for success in college and beyond.



I am very excited for college, new experiences, and being exposed to different groups of people. My future plans are still the same as ninth grade only this time it's confirmed I will be going to USC and I will be on a pre-dentistry track. I will be the first in my family to go into the dental profession, which I believe is a part of my positive multigenerational change because I can influence and give an example for young African American women going into the dental field.

*Nia Zanders, South LA College Prep, Class of 2024*

### Advisory Model

At Ednovate, students are part of a supportive four-year cohort throughout high school. These cohorts foster strong relationships between students and their advisors. Meeting twice daily, they focus on community building, goal setting, and personalized college and career planning. Advisors also facilitate communication with families and staff to ensure comprehensive support for students. To maintain continuity, teachers commit to four years with Ednovate, guiding the same cohort through their high school journey.



## Leadership Team



**JENNY AGUAS**  
SENIOR DIRECTOR OF  
FAMILY ENGAGEMENT  
& STRATEGY



**KARA MAGUIRE**  
CHIEF OF STAFF



**KATIE HART**  
CHIEF OPERATING  
OFFICER



**KYLE GOSS**  
CHIEF FINANCIAL  
OFFICER



**LANIRA MURPHY**  
SENIOR DIRECTOR OF  
ACADEMICS



**OLIVER SICAT**  
CHIEF EXECUTIVE  
OFFICER & CO-  
FOUNDER



**OLUMIDE (MAC)  
MACAULAY**  
CHIEF OF SCHOOLS



**ROSA ALANIS**  
SENIOR DIRECTOR OF  
PRINCIPAL LEADERSHIP

## Board Team



**AILEN SALAZAR  
BRAVO**



**ANA MARTINEZ  
SHROPSHIRE**



**ELLIOT SAINER**  
BOARD VICE CHAIR



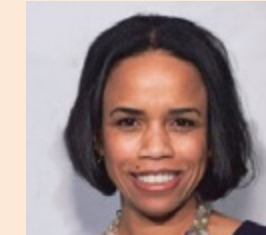
**KATE HIRSCH**



**KYLE SALYER**



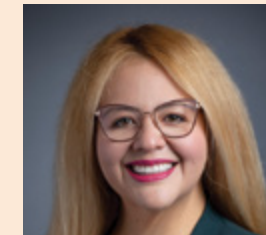
**MICHAEL PORTER**



**PAULINE FISCHER**  
BOARD CHAIR



**ROBIN ROMANS**



**RUTH CASTILLO**



**TAMMY  
ANDERSON**

## Principals



**ALEJANDRA  
CHAVEZ**  
ESPERANZA COLLEGE  
PREP



**ANDY MARTINEZ**  
EAST COLLEGE PREP



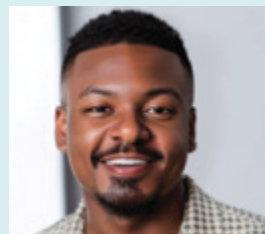
**CATHERINE YUAN**  
SOUTH LA COLLEGE  
PREP



**DREW DOZIER**  
HEAD OF VIRTUAL  
PROGRAM



**EVELYN CASTRO**  
LEGACY COLLEGE  
PREP



**JEREK BROWN**  
ENCORE COLLEGE  
PREP



**RACHAEL  
DEROGATIS**  
USC HYBRID HIGH  
COLLEGE PREP



**SARAH TENORIO**  
BRIO COLLEGE PREP

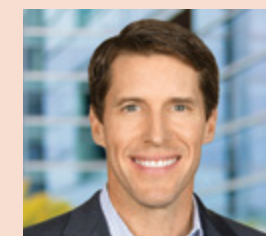
## PMC Board



**BRYAN STEVENS**  
SENIOR VP, CORPORATE  
FINANCE & TREASURER,  
IRVINE COMPANY



**KAREN WONG**  
RETIRED PARTNER,  
MILBANK LLP



**ROBERT KANE**  
SENIOR EXECUTIVE VICE  
PRESIDENT, LINCOLN PROPERTY  
COMPANY'S SOUTHERN  
CALIFORNIA REGION

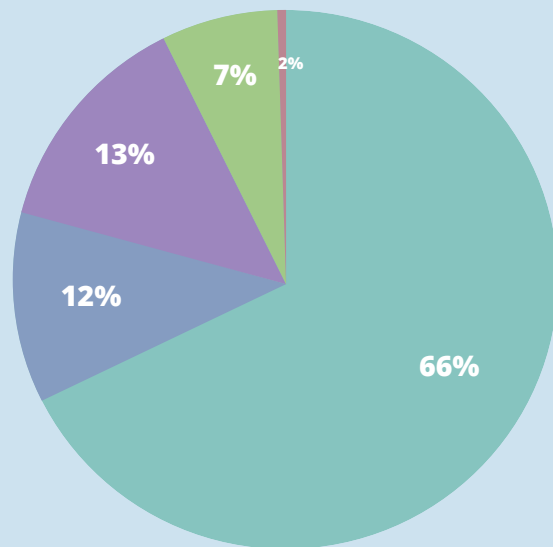
# Financial Summary

Between July 2023-June 2024, Ednovate maintained robust financial health driven by strong enrollment, strategic planning, and generous support from our funding partners.

From a fundraising perspective, the year was exceptional, with total funds raised exceeding \$11.9 million through milestone and multiyear pledges. Excluding significant multiyear commitments like the \$7.8 million Community Schools Grant, our fundraising efforts yielded \$3.7 million. These funds are pivotal in supporting our mission and ensuring continued growth and excellence in education.

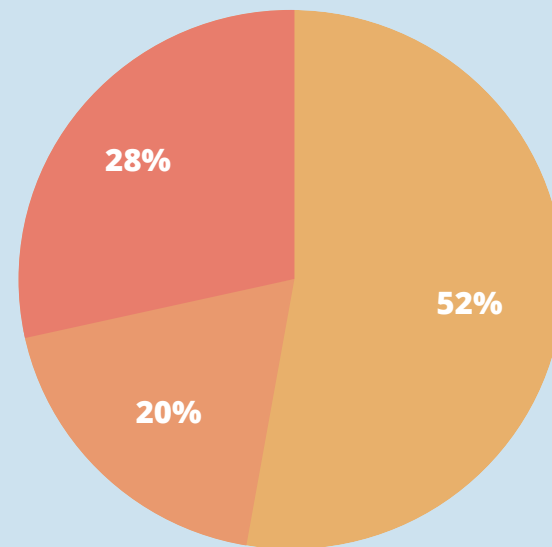
6/30 2024	REVENUE <b>\$62.4M</b>	AVERAGE DAILY ATTENDANCE <b>2,464</b>	FUNDRAISING <b>\$4.1M</b>
6/30 2023	REVENUE <b>\$50.2M</b>	AVERAGE DAILY ATTENDANCE <b>2,352</b>	FUNDRAISING <b>\$2.2M</b>

**FY24 Revenue**  
(Based on 3/31/24 Forecast)



- Local Per-Pupil Revenue
- Federal Funds
- Other State Funds
- Philanthropy
- Other Revenues

**FY24 Expenses**  
(Based on 3/31/24 Forecast)



- Personnel
- Facilities
- Operating Costs: Programmatic

\*Unaudited figures at time of printing

# School Year Highlights



## Legacy College Prep

**Early College Program Partnership with Santa Ana College:** Legacy College Prep has established a partnership with Santa Ana College, enabling students to participate in the dual enrollment program. Through this program, students can earn up to 1.5 years of transferable college credits, giving them a significant head start on their higher education journey.

**Expanded Internship Pathway:** Legacy College Prep has introduced an internship pathway that complements our existing thesis, advocacy, and action, as well as art and design capstone pathways. This new pathway provides students with practical, hands-on experience in their fields of interest, enhancing their academic and professional development.

**Fiestas Navidenas:** Legacy College Prep hosted their second annual "Fiestas" for the holidays. Legacy opens its doors to families, students and the community for a night of live student performances, banda, community resources and traditional festivities.

## USC Hybrid High College Prep

**InTroVenture 2024:** InTroVenture 2024 was a great success at USC Hybrid High College Prep. This event provided students with unique opportunities to explore innovative ventures, fostering creativity and entrepreneurial spirit among participants.

**Trojan Student Government:** USC Hybrid High College Prep proudly founded the Trojan Student Government. This new student leadership body empowers students to take active roles in school governance, promoting student voice and involvement in decision-making processes.

**Narrowed Achievement Gaps:** The school made significant progress in narrowing achievement gaps among Multilingual Learners, Students with Learning Differences, Black students, and Gifted and Talented students. These efforts reflect the school's commitment to equity and excellence, ensuring that all students receive the support they need to succeed academically.



**USC HYBRID HIGH COLLEGE PREP**  
powered by Ednovate with USC Rowler



## South LA College Prep

**First Graduating Class with 100% College Acceptance:** South LA College Prep celebrated a historic milestone with the graduation of its first class, achieving an impressive 100% college acceptance rate. This momentous occasion reflects the dedication and hard work of both students and staff, setting a strong foundation for future graduates.

**Student Awards and Scholarships:** Students at South LA College Prep earned prestigious awards, including the Ednovate Scholarship and recognition as a QuestBridge Scholar. These honors highlight the exceptional talents and academic excellence of our students.

**Establishing Student Governance:** The school established an Honor Board, Senior Leaders, and an Associated Student Government. These bodies provide leadership opportunities and encourage student participation in school governance and community activities.



## East College Prep

**Harvard Collaboration Research:** East College Prep is proud to be part of a collaborative research project with Harvard University. This partnership allows our students and faculty to engage in cutting-edge research, enhancing educational experiences and contributing to meaningful academic advancements.

**Salud y ComUnidad: Health Fair & Classic Car Show:** The Salud y ComUnidad event was a tremendous success, featuring over 25 community and health vendors, live music, and participation from multiple car clubs. This event provided valuable health resources and fostered a sense of community among attendees.

**USC Keck Partnership:** East College Prep has established a partnership with USC Keck School of Medicine. This collaboration provides students with unique opportunities to explore careers in healthcare, participate in health-related programs, and benefit from the expertise of USC Keck professionals.

## Esperanza College Prep

**Engaged Community Through Diverse Events:** Esperanza College Prep fostered a vibrant and engaged community through a variety of events, including the Carnaval de Muertos, the 4th Annual Dance Show, and the 2nd Annual Theater Performance. These events showcased student talent and celebrated cultural diversity.

**4th Annual Capstone Symposium:** The school held its 4th Annual Capstone Symposium, where students presented their culminating projects, demonstrating their academic achievements and the application of their learning to real-world issues.

**2nd Annual Alumni Reunion:** The 2nd Annual Alumni Reunion brought together past graduates to reconnect and celebrate their successes. This event strengthens the bond between current students and alumni, fostering a supportive and connected community.



## Brio College Prep

**Pride Extravaganza:** Brio College Prep hosted a vibrant Pride Extravaganza, celebrating diversity and inclusion within our school community. This event highlighted our commitment to creating a supportive and welcoming environment for all students.

**Expanded Capstone Pathways:** The school expanded its capstone pathways to include a variety of options: Thesis, Art, Coding, Business, and Service. These diverse pathways provide students with opportunities to explore their interests deeply and apply their learning in meaningful, real-world contexts.

**New AP Programming:** Brio College Prep introduced new AP programming, including a two-year AP Capstone pathway. This advanced placement pathway allows students to engage in rigorous academic research and develop critical thinking and scholarly skills, preparing them for college-level coursework and beyond.





## Ednovate Virtual Academy

**100% College Acceptance Rate:** The Ednovate Virtual Academy program achieved a 100% college acceptance rate for a cohort of students who have been enrolled in the program for four years. This milestone reflects the dedication and hard work of both students and staff in preparing for higher education.

**Successful Transition to a New Curriculum Platform:** The program successfully transitioned to a new curriculum platform, leading to our highest rate of students passing all their classes. This change has significantly enhanced the learning experience and academic outcomes for our students.

**Engaging Field Trips:** Students in the Ednovate Virtual Academy program participated in four field trips throughout the year. These trips provided valuable hands-on learning experiences and opportunities for students to connect with their peers and the broader community.



## Encore Media and Arts College Prep

**Launching our new school:** Our school offers a unique educational experience focused on digital arts and media, using cutting-edge technology to prepare students for leadership roles in the rapidly evolving fields of arts and media.

**Becoming The Wave:** Encore staff welcomed their first families in May during the school's inaugural "Welcome Day". Students toured their school, mingled and officially became part of the Ednovate Family.

**Better Together:** Ednovate's Support Team and Encore Staff worked hard throughout the year to redesign and prepare their building for Day 1.



# Your Generosity in Action

Thanks to the incredible generosity of our donors, we have been able to significantly expand our impact across key areas of operation and programming. Your support has enabled us to enhance college and career support services, create safe and nurturing campus environments, invest in our team's development, drive innovation, and advocate for a brighter future. Through your contributions, we are fulfilling the promise of tomorrow for our students and communities.

### Individual Partners

Adrian Yu	David Lazier	Kara Maguire	Linda Renfroe	Andy and Pam Horowitz	Silas Myers
Ana Martinez Shropshire	Deborah Miller	Karen Symms Gallagher	Manuel Molina	Pauline Fischer	Susan Ramirez
Anthony Martinez	Diana and Paulo Medina	Kate Hirsh	Merlinda Arroyo	Reid Phillips	Tammara Anderson
Ariana Torres	Elizabeth Saiger	Kavitha Satya-Mohandoss	Michael Dessimoz	Robert Gould	Tim Mackenzie
Cesar and Betzy Estrada	Elliot and Marcia Sainer	Kevin G. Berry	Michael Mehanna	Robin Romans	Todd and Shannon Sainer
John and Carol Shumway	Emily Martino	Kevin Nham	Michael Porter	Ronald DeRogatis & Donna DeRogatis MacDonald	Valerie Preciado
Celeste Angel	Howard and Carol Hay	Kyle Goss	Mirna Orozco	Ryan Romaneski	Vered Justin
Charles Patton	Jeff and April Komolmis	Kyle & Noel Salyer	Oliver Sicat	Scott Langley	Warren Felson
Dana Henderson	Jen Weiss	Lakshmi & Hanu Damerla	Olumide Macaulay	Sean Carey	Wesley Chan
David Anderson	Jose Ramirez	Laurie Thomsen	Oscar Moreno		

### Foundation Partners



### Corporate & Educational Institution Partners



### Government Partners





**Join our  
Community  
of Supporters**

## Ways to Create Positive Multigenerational Change



### Give By Mail

Please make checks payable to Ednovate and mail to the below address:

Ednovate  
Attn: Development  
Department  
350 S. Figueroa St.,  
Suite 250  
Los Angeles, CA 90071



### Give Creatively

**Stocks:** Consider making a tax-efficient gift. Please email [akomolmis@ednovate.org](mailto:akomolmis@ednovate.org) to coordinate a stock donation.

**Donor Advised Funds (DAF):** You can direct a donation to Ednovate through your DAF manager. Our federal EIN# is 45-4005918.

**Matching gifts:** Ask your employer if they match donations made by their employees.



### Give Monthly

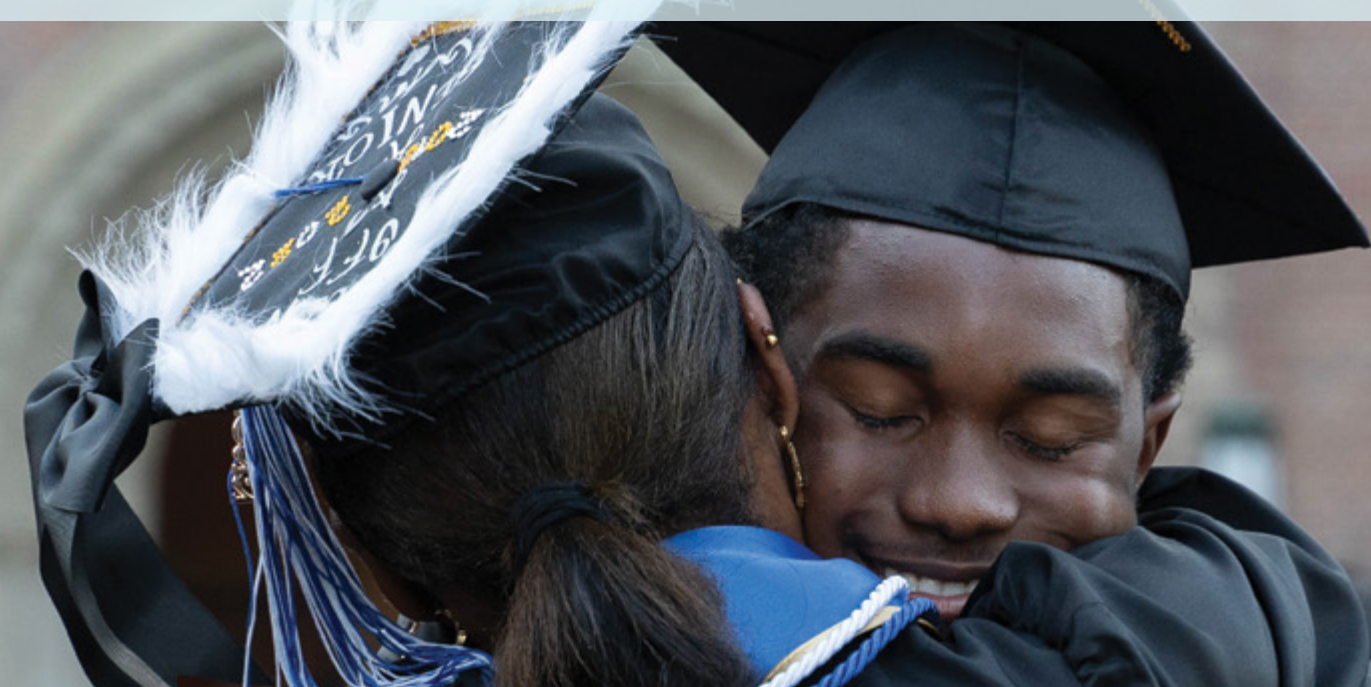
Give monthly and become a part of PMC Champions, a passionate community invested in a future where all students, regardless of zip code or background, receive a high-quality education.

To learn  
more or  
donate



## Get Involved

At Ednovate, we believe we are better together and can't achieve our mission alone. Partner with us to create Positive Multigenerational Change:



### Donate: Invest in 3,000+ Students Annually:

Your donations directly impact the education and futures of over 3,000 students each year. Help us provide exceptional learning opportunities and support students for success in college and beyond. [ednovate.org/support](https://ednovate.org/support)



### Join Our Team:

Join a passionate team dedicated to transforming education. Explore career opportunities at Ednovate and help us make a difference in students' lives. [ednovate.org/careers](https://ednovate.org/careers)



**Volunteer:** Make a difference by volunteering your time and skills. Whether reviewing scholarship applications, presenting at career day, or hosting a field trip at your workplace, your involvement supports our students' growth and success. Email April at [akomolmis@ednovate.org](mailto:akomolmis@ednovate.org) to learn more.

**Join Us for a Tour:** See the impact of your support firsthand. Join a school tour to meet our students and staff and witness our innovative programs in action. Email Sarah at [srodriguez@ednovate.org](mailto:srodriguez@ednovate.org) to learn more.

### Follow Us on Social Media:

Stay connected and updated on our latest news, events, and success stories. Follow us on:

- @EdnovateSchools
- @Ednovate, Inc.
- @Ednovate Charter Schools

## The Impact of Your Support



**\$100** can cover college application fees for an Ednovate student



**\$350** can provide a Chromebook for one student



**\$500** can provide a personalized, year-long college readiness course



**\$1,000** can set up a student for success, including Chromebooks, cutting-edge instructional software, and personalized support

**Thank you for your support in creating a brighter future for our students and community.**

# 2024 ANNUAL REPORT





# New Member School Evaluation Form

School Name Entrepreneur High School - Fontana  
 Principal Michael Padilla Yrs. as Principal 9 CIF/Athletic Background? Y  N  
 Athletic Director David Flores Yrs. as A.D. 1 CIF/Athletic Background? Y  N

Date of Contact Notes

Visit/Phone 4/16 - 30 min phone call Discussed athletic plan, sport teams, facilities, previous attempt  
 Visit/Phone 4/21 - 30 min google meets Covered their commitments to abide by

Enrollment	Current	Next Year	Target
Grade 9	88	125	150
Grade 10	116	115	150
Grade 11	123	125	150
Grade 12	99	110	150

max 625

**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 / Flag FB	
Basketball		Volleyball	
Soccer		Basketball	
Baseball		Soccer	
		Softball	

Current Athletic Competition: They play in the Inland Empire Alternative School League

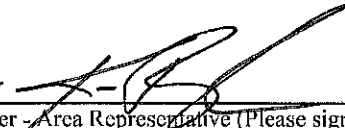
Facilities: Have secured facilities at Central City Park, Bill Martin Park, Redlands Community Center

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: Principal is set to make sure school gains membership. He is in charge of program development. Want to be like the sister school in Highland. Committed to follow guidelines. Understood the issues the last time & all the change over.

Membership Recommendation: Full Membership   Probationary Membership  Do not Recommend Membership

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



---

# CIF Southern Section Application for Membership 2026-27 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) 9<sup>th</sup> \_\_\_\_\_ 10<sup>th</sup> \_\_\_\_\_ 11<sup>th</sup> \_\_\_\_\_ 12<sup>th</sup> \_\_\_\_\_

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
<b>Fall</b>	Cross Country			<b>Winter</b>	Basketball		
	Field Hockey				Soccer		
	Flag Football				Traditional Competitive Cheer		
	Football				Water Polo		
	Golf				Wrestling		
	Tennis						
	Traditional Competitive Cheer						
	Volleyball						
	Water Polo						
<b>Spring</b>	Badminton						
	Baseball						
	Golf						
	Gymnastics						
	Lacrosse						
	Softball						
	STUNT						
	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**

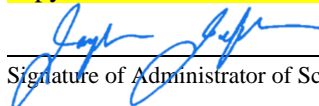
1. Complete and signed CIF Membership Application
2. Previous October State of California Department of Education affidavit form (CBED's)
3. Vitae of Principal **AND** Athletic Director(s)
4. Coaching staff names and qualifications
5. Promotional materials of the schools, including its mission and curriculum, 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 1<sup>st</sup> 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](mailto:sharonh@cifss.org); hard copy submissions will not be accepted.**

 Jacqueline Woods-Jefferson,  
Interim Superintendent  
\_\_\_\_\_  
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**

_____	<b>Approved</b>	<b>Probationary</b>	<b>Full, Restricted</b>	<b>Full, Unrestricted</b>
<b>Date</b>	<b>Denied</b>		<b>Area Placement</b>	_____
_____				
<b>Commissioner of Athletics</b>				



To the CIF Southern Section Board of Managers,

I am writing in support of the CIF membership application for Entrepreneur High School Fontana.

Over the past year, our athletic program has been active through participation in the Inland Empire Alternative Sports League (IEASL). During this time, our student-athletes competed at a high level across all sports. Our girls' volleyball team earned the league championship, and both our boys and girls basketball teams secured championship titles. These results reflect the commitment and competitive mindset of our students.

In addition, our coed competitive cheer team has represented our school well. The team competed at the JAMZ Cheer Competition in Las Vegas and performed at a high level against established programs.

We are also committed to continuing to grow our athletic program. As part of this effort, we plan to expand opportunities for students by adding new sports, including girls flag football, golf, and boys volleyball.

Our school community is excited about the opportunity to return to CIF participation. We have already initiated conversations with the Arrowhead League regarding scheduling games and potential league membership. These steps show our intent to align with CIF expectations and integrate fully into league competition.

We are committed to providing structured, competitive athletic opportunities that support student growth, accountability, and school pride.

Thank you for your time and consideration. We respectfully request your approval for Entrepreneur High School Fontana to become a member of CIF.

Sincerely,  
Michael  
Executive  
Entrepreneur High School Fontana

Director

**1.3 Enrollment - Count Disaggregated**

<b>Academic Year:</b> 2025-2026	<b>LEA:</b> Entrepreneur High Fontana	<b>User ID:</b> r.ng@realjourney.org
<b>View:</b> Snapshot	<b>School Type:</b> ALL	<b>Revision Date:</b> 12/2/2025 2:07:45 PM
<b>Revision ID:</b> 8326411	<b>School:</b> ALL	<b>Print Date:</b> 3/16/2026 1:11:51 PM

School Code	School Name	Grade	Gender	Total		Hispanic		Am Indian/Alskn Nat		Filipino		Asian		Black/African Am		Nat Hwiin/Othr Pac Islndr		White		Multiple		Missing	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Total - Selected Schools</b>				393	295	75.06 %	4	1.02 %	0	0.00 %	2	0.51 %	59	15.01 %	3	0.76 %	20	5.09 %	10	2.54 %	0	0.00 %	
0140012	<a href="#">Entrepreneur High Fontana</a>	<b>Total</b>		393	295	75.06 %	4	1.02 %	0	0.00 %	2	0.51 %	59	15.01 %	3	0.76 %	20	5.09 %	10	2.54 %	0	0.00 %	
		<b>Total</b>		393	295	75.06 %	4	1.02 %	0	0.00 %	2	0.51 %	59	15.01 %	3	0.76 %	20	5.09 %	10	2.54 %	0	0.00 %	
		09	<b>Total</b>		74	59	79.73 %	0	0.00 %	0	0.00 %	0	0.00 %	10	13.51 %	1	1.35 %	1	1.35 %	3	4.05 %	0	0.00 %
			F	37	31	83.78 %	0	0.00 %	0	0.00 %	0	0.00 %	5	13.51 %	0	0.00 %	0	0.00 %	1	2.70 %	0	0.00 %	
			M	37	28	75.68 %	0	0.00 %	0	0.00 %	0	0.00 %	5	13.51 %	1	2.70 %	1	2.70 %	2	5.41 %	0	0.00 %	
		10	<b>Total</b>		107	81	75.70 %	2	1.87 %	0	0.00 %	1	0.93 %	14	13.08 %	1	0.93 %	4	3.74 %	4	3.74 %	0	0.00 %
			F	45	38	84.44 %	0	0.00 %	0	0.00 %	0	0.00 %	4	8.89 %	0	0.00 %	3	6.67 %	0	0.00 %	0	0.00 %	
			M	62	43	69.35 %	2	3.23 %	0	0.00 %	1	1.61 %	10	16.13 %	1	1.61 %	1	1.61 %	4	6.45 %	0	0.00 %	
		11	<b>Total</b>		119	83	69.75 %	2	1.68 %	0	0.00 %	1	0.84 %	23	19.33 %	0	0.00 %	9	7.56 %	1	0.84 %	0	0.00 %
			F	46	34	73.91 %	0	0.00 %	0	0.00 %	1	2.17 %	9	19.57 %	0	0.00 %	2	4.35 %	0	0.00 %	0	0.00 %	
			M	72	49	68.06 %	2	2.78 %	0	0.00 %	0	0.00 %	14	19.44 %	0	0.00 %	6	8.33 %	1	1.39 %	0	0.00 %	
			X	1	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	1	100.00 %	0	0.00 %	0	0.00 %	
		12	<b>Total</b>		93	72	77.42 %	0	0.00 %	0	0.00 %	0	0.00 %	12	12.90 %	1	1.08 %	6	6.45 %	2	2.15 %	0	0.00 %
			F	42	36	85.71 %	0	0.00 %	0	0.00 %	0	0.00 %	4	9.52 %	0	0.00 %	1	2.38 %	1	2.38 %	0	0.00 %	
			M	49	35	71.43 %	0	0.00 %	0	0.00 %	0	0.00 %	7	14.29 %	1	2.04 %	5	10.20 %	1	2.04 %	0	0.00 %	
			X	2	1	50.00 %	0	0.00 %	0	0.00 %	0	0.00 %	1	50.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	

# Orlando Ramos Domenech, Ed.D.

✉ orlandoramos123@gmail.com ☎ 210-372-3870 🌐 Bilingual: English / Spanish

## EXECUTIVE PROFILE

Transformational education leader with over two decades of proven success driving academic improvement, turnaround initiatives, and strategic innovation across large urban, suburban, and international school systems. Recognized for uniting stakeholders around a shared vision, producing measurable gains in student achievement, and building systems that sustain excellence. Experienced in leading schools through state takeover prevention, accreditation, and districtwide reform.

## CORE LEADERSHIP STRENGTHS

Strategic Planning | Organizational Turnaround | Instructional Leadership  
Stakeholder & Board Relations | Budget Development | Staff Coaching & Evaluation  
Community & Parent Engagement | Conflict Resolution | Equity-Driven Leadership

## EDUCATION

Ed.D. Nova Southeastern University – Ft. Lauderdale, FL  
M.Ed. Cambridge College – Cambridge, MA  
B.A. John Jay College of Criminal Justice – New York, NY  
Certified Conflict Resolution Specialist – NYC Department of Education

## PROFESSIONAL EXPERIENCE

### Chief Strategy Officer | Real Journey Academies (3,000 students) – Ontario, CA

2021 – Present

This hybrid executive role encompasses the combined responsibilities of Chief Academic Officer, Talent Recruitment, Chief Engagement Officer, and Hearing Officer, reflecting broad organizational leadership and systems management across the Real Journey Academies network.

- Lead systemwide initiatives spanning school start-ups, recruitment, communication, academic oversight, and leadership development.
- Authored and implemented the organization's AI Policy and developed a Future Teachers Pathway program for students.
- Collaborate with Human Resources on operations including talent recruitment, retention strategy, and organizational culture building.
- Occasionally serve as Hearing Officer for personnel, student, and compliance matters.
- Act as primary advisor to the CEO, COS and Cabinet on strategic planning and project execution.

### Chief Academic & Strategy Officer | American School of Fez (700 students) – Morocco, Africa

2019– 2021

Directed curriculum, instruction, and accreditation for an international PreK–12 institution.

- Achieved Cognia/AdvancED accreditation readiness through systemwide curriculum alignment.
- Supervised and coached site administrators.
- Served as Acting CEO during absences, maintaining operational continuity during the COVID-19 pandemic.

## **High School Principal | Beloit Memorial High School (1,800 students) – Beloit, WI**

2018 – 2019

- Reversed four consecutive years of ACT decline, improving school rating from “Meets Few Expectations” to “Meets Expectations.”
- Strengthened staff culture and instructional coherence through literacy and grading reform.

## **Special Advisor to the Secretary of Education | Commonwealth of Puerto Rico (306,000 students) - San Juan, Puerto Rico**

May-July 2018

- Assisted with reform and rebuilding efforts post Hurricane Maria
- Assisted with overhaul of central based to site-based leadership structure

## **Regional Superintendent | Milwaukee Public Schools – Milwaukee, WI (77,000 students)**

2015 – 2018

- Led the district from the brink of state takeover to sustained local control through record academic gains.
- Posted the highest ACT achievement gains in district history for two consecutive years.
- Reduced student course failure rates by 30%.
- Increased the percentage of college-ready students across all subjects.
- Supervised 27 principals and multiple central-office departments.

## **Associate Superintendent | East Baton Rouge Parish School System – Baton Rouge, LA (42,000 students)**

2012 – 2015

- Removed the district from potential state takeover by improving all “F”-rated high schools to “D” or “C” status.
- Reduced 9th-grade failure rate by 20% and achieved the highest college enrollment rate in district history.
- Supervised 10 principals and key departments including Curriculum & Instruction, CTE, and JROTC.
- Rated “Highly Effective” for three consecutive years.

## **District Transformation Officer | Decatur Public Schools – Decatur, IL (9,000 students)**

2011 – 2012

- Implemented new grading and literacy systems, significantly reducing course failure rates.
- Designed district accountability and progress-monitoring frameworks.
- Expanded community partnerships to rebuild public confidence.

## **Director, Office of Transformation Schools | Chicago Public Schools – Chicago, IL (400,000+ students)**

2010 – 2011

- Negotiated stakeholder agreements in eight communities to implement school turnaround strategies.
- Co-authored and secured the largest single-source grant in CPS history.
- Built infrastructure, performance systems, and risk management protocols for “Transformation and Turnaround” schools.

## **SCHOOL-SITE EXPERIENCE**

- High School Principal – 5 years
- Middle School Principal – 4 years
- Assistant Principal – 2 years
- Bilingual (Spanish) High School Teacher – 7 years

## **HONORS & ACHIEVEMENTS**

- California Peace Prize Co-Recipient (2008)
- Man of Merit Award, West Contra Costa Delta Project
- Founder, Peace Fest initiative – 30% suspension reduction and community gang-violence decline
- Performance Bonus Award, NYC Department of Education – Whole-School Improvement
- Teacher of the Year and Friendliest Teacher, Walton High School, Bronx, NY
- Executive Board Member, school site, United Federation of Teachers
- Recognized by the City of Fontana (Legacy Award) and California State Legislature for contributions improving the lives of citizens in Assembly District 50
- Served on multiple advisory bodies including the San Jose Mayor’s Gang Prevention Task Force

## **PROFESSIONAL VISION STATEMENT**

“Every child, regardless of background, deserves access to world-class learning opportunities led by empowered, equity-minded educators. My mission is to transform systems so that excellence becomes predictable—not exceptional.”



- Directed CTE curriculum development and implementation
- Managed CTE department budgets

### **Entrepreneur High School**

Principal Highland, CA February 2019– June 2021

- Worked with local community and business leaders to develop an advisory board
- Developed and wrote curriculum for multiple pathways
- Organized and managed off-site and on-site community events
- Worked with local community and business leaders to develop an advisory board
- Developed a monitoring process to ensure students met college admission requirements
- Led WASC visits and school-wide PLCs
- Managed budgets for CIF sports and academic purchases
- Developed and led professional learning for staff

### **Entrepreneur High School**

Assistant Principal Highland, CA July 2018 – February 2019

- Organized NWEA Map and CAASPP testing
- Created master schedules and managed Canvas
- Developed scope and sequences for courses
- Lead school site council and instructional strategy meetings

### **Phillip J. Patiño School of Entrepreneurship**

Lead Entrepreneurship Teacher Fresno, CA July 2015 – June 2018

- Instructional Leadership Team Member
- Worked with community members
- Expertise knowledge of Lean Startup, Design Thinking, and Business Model Canvas models
- Lead professional learning for team members
- Developed integrated projects through the lens of entrepreneurship
- Promoted the school's vision by speaking at conferences and community events

### **Sierra Pacific High School**

Academy Director / Business Teacher / Migrant Tutor Hanford, CA July 2011 – May 2015

- Courses taught: Business 1, Accounting, Success, Virtual Enterprise, Entrepreneurship
- Facilitated academy team meetings
- Analyzed student data to improve the program
- Worked closely with the administration in designing course sequencing
- Collaborated with teachers to integrate business into core classes

### **Professional References**

#### **Randel Josserand**

Chief Academic Officer REAL Journey Academies [r.josserand@realjourney.org](mailto:r.josserand@realjourney.org)  
312-480-6127

#### **Daniela Carrillo**

Director of Special Services REAL Journey Academies  
[d.carrillo@realjourney.org](mailto:d.carrillo@realjourney.org)  
347-715-0420

#### **Dr. Brett Taylor**


Chief Engagement Officer e3 Civic High  
[btaylor@e3civichigh.com](mailto:btaylor@e3civichigh.com)  
916-871-1940


"I am a servant leader who is always ready to jump in and assist wherever needed. I believe in the power of collaboration, working closely with my team to achieve common goals. My leadership style is also characterized by an entrepreneurial mindset, where I embrace innovation and creative problem-solving to drive progress and success. This approach allows me to effectively navigate challenges and inspire others to reach their full potential."

# AARON WILLIAMS

## CONTACT

 (909) 648-7237

 aaronj.williams21@gmail.com

 Ontario, California

## SKILLS

- Sports Project Management
- Basketball Coaching & Player Development
- Team Leadership & Mentorship
- Practice Planning & Game Strategy
- Sports Marketing & Brand Promotion

## EDUCATION

### Career & Technical Education Master of Arts

California State University San Bernardino

2025

### Sports & Entertainment Marketing Bachelor of Arts

California State University San Bernardino

2019

### Human Resource Management Bachelor of Arts

California State University San Bernardino

2019

## PROFILE

Sports project manager with a degree in Sports Marketing and a background in basketball as both a coach and former athlete. Developed a deep understanding of team dynamics, leadership, and high-performance culture through competing at a nationally recognized program and transitioning into coaching. Combines firsthand athletic experience, coaching knowledge, and project management skills to lead sports initiatives, support athlete development, and execute impactful sports and community programs.

## WORK EXPERIENCE

### Project Manager | Sports Division

2021 - 2024

GoodEatz Inc + Foundation

- Planned, coordinated, and executed organizational events such as sport camps, community outreach, and brand events to create brand awareness and drive engagement.
- Created brand awareness through advertising, brand strategy, digital engagement, and product presentation, leveraging interactions with NFL athletes to enhance storytelling opportunities.
- Partnered with cross-functional teams to manage deliverables and timelines, ensuring successful execution of projects within budget constraints.

### Head Coach Intramural Basketball League - CSUSB

2019

- Led and organized a competitive intramural basketball team, developing game strategies, practice plans, and player rotations to maximize team performance.
- Mentored and motivated players while emphasizing teamwork, discipline, and sportsmanship in both practices and games.
- Managed game preparation, in-game adjustments, and player development, helping athletes improve basketball IQ, communication, and leadership skills.

### Assistant Coach Varsity Basketball – High School

2025-2026

- Helped lead the team to a 13–1 overall record and a 10–0 undefeated league season, contributing to the program’s success through practice planning, scouting, and player development.
- Assisted with game strategy, defensive schemes, and in-game adjustments that supported the team in winning the Inland Empire Alternative School Championship.
- Mentored student-athletes on discipline, teamwork, and accountability while supporting their growth both on the court and in the classroom.

### Basketball Player – Etiwanda High School

2012 - 2016

- Competed as a varsity basketball player at a nationally recognized program, contributing to a highly competitive team environment and earning national ranking recognition during high school career.
- Demonstrated elite athletic performance, discipline, and leadership while competing against top high school talent across regional and national tournaments.

# ISABELL QUINTANILLA

(909) 317-7785 | quintanillaisabell@gmail.com | www.linkedin.com/in/isabell-quintanilla

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## EDUCATION

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**University of Southern California, Marshall School of Business** — Los Angeles, CA

Bachelor of Science, Business Administration

Expected Graduation: May 2027

Relevant Coursework: Financial Accounting, Managerial Accounting, Microeconomics, Macroeconomics, Organizational Behavior and Leadership, Marketing, Social Media Strategy, Finance, Statistics

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## WORK EXPERIENCE

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**Head Cheerleading Coach** – Entrepreneur High School - Fontana, CA **Aug. 2024 – Present**

■ Lead a 20+ member team by planning practices, coordinating events, and giving clear guidance to support shared accountability and team success.

■ Fostered an inclusive, supportive team culture by encouraging collaboration, curiosity, and continuous learning.

**Sales Associate** – Hollister Co. - Riverside, CA **May 2024 – Present**

■ Delivered excellent customer service by identifying customer needs, personalizing product recommendations, and presenting relevant products.

■ Assisted multiple customers at once in a fast paced environment, staying accurate with transactions while supporting teammates and sharing product knowledge.

**Customer Service Representative** – Calibre International - Irwindale, CA **May 2023 – Aug. 2023**

■ Resolved customer concerns by asking questions to understand needs and personalizing solutions, resulting in repeat orders and increased satisfaction.

■ Maintained accuracy and confidentiality while coordinating with logistics to ensure on time and precise order fulfillment.

**Culture & Language Assistant** – Nuestra Señora de las Mercedes - **Sept. 2023 – Dec. 2023**  
Sevilla, Spain

■ Facilitated English lessons for 100+ students and adapted instruction to individual learning needs, improving engagement and communication skills.

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## LEADERSHIP & INVOLVEMENT

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■ USC Concerts Committee -Coordinated event logistics and supported planning for campus concerts attended by 500+ students.

■ USC Pediatrics Passion Project- Assisted with outreach initiatives, supporting health-focused events and student engagement.

■ USC Racing- Collaborating with peers on business, marketing, and operational aspects of the team while gaining insight into the motorsport industry.

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## SKILLS

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■ Languages: English and Spanish

■ Technical: Microsoft Excel (formulas, charts, basic data analysis), PowerPoint (presentations and pitch decks), Word, Canva

■ Customer service, personalized product recommendations, teamwork, communication, adaptability, accuracy, fast paced environments, curiosity and continuous learning

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**Jasmyne D Jones-Lenard**  
1025 Murray Ave Pomona, CA 91767  
323-423-0512 [jayjones25@ymail.com](mailto:jayjones25@ymail.com)

## Professional Summary

Dedicated secondary English teacher with over 10 years of experience working with students ages 3–18 in diverse educational settings. Skilled in designing engaging, culturally responsive lessons that support critical thinking, literacy development, and student voice. Committed to creating inclusive classroom communities while extending learning beyond the classroom through student leadership programs, athletics coaching, and culturally enriching field experiences.

## Core Competencies

- Secondary English Language Arts Instruction
- Culturally Responsive Teaching
- Curriculum & Lesson Design
- Classroom Management
- Student Engagement & Motivation
- Differentiated Instruction
- Project-Based Learning
- Student Leadership Development
- Parent & Community Collaboration
- Educational Field Trip Planning

## Certification

California Preliminary Single Subject Teaching Credential – English  
CLAD Authorization

## Teaching Experience

### *Secondary English Teacher*

Entrepreneur High School – Fontana, CA | 2025–Present

TEACH Tech High School – Los Angeles, CA | 2023–2025

Los Angeles Unified School District – Los Angeles, CA | 2021–2023

- Design and deliver standards-aligned English Language Arts instruction.
- Create differentiated lessons that support diverse learners.
- Establish structured classroom routines and expectations.
- Assess student learning and adjust instruction to improve outcomes.

- Collaborate with colleagues and families to support student success.

## **Instructional Technology**

- Google Classroom
- Schoology, PowerSchool
- Google Docs, Slides, Forms
- NWEA assessment tools

## **Extracurricular Leadership & Student Engagement**

### *Assistant Cheer Coach*

Entrepreneur High School, Fontana

August 2025- present

- Mentor and coach student athletes while promoting teamwork, leadership, and confidence.
- Coordinate practices and trips to competitions
- The team won 4<sup>th</sup> in the first competition, 2<sup>nd</sup> in the second competition, and went to Nationals in Las Vegas

### *Cheer Coach & Coordinator*

Rancho Cucamonga Warriors Football & Cheer

July 2021 – Present

- Coach athletes while promoting teamwork, leadership, and confidence.
- Coordinate practices, performances, and program logistics.

### *Student Leadership & Cultural Programming*

- Served as advisor for the Black Student Union (BSU), supporting student leadership and cultural awareness initiatives.
- Organized culturally enriching educational field trips, including:
  - Black College Expo
  - Museum of Latin American Art
  - Jean-Michel Basquiat Exhibit
- Designed experiential learning opportunities connecting classroom instruction with cultural literacy and college readiness.

## **Education**

### *Master of Arts in Teaching*

Brandman University

Single Subject Teaching Credential – English

*Child Development Coursework (24 Units)*  
Saddleback College

*Bachelor of Arts – Ethnic Studies*  
Minor: Creative Writing  
University of California, Riverside

# Gregory J. Nelson

Rialto, CA 92377  
(909) 258-4768 | gsanta1234@gmail.com

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## Professional Summary

Dedicated Physical Education Teacher and High School Coach with over 13 years of K–12 teaching experience and 16+ years of coaching experience in basketball, track & field, and cross country. Proven leader committed to student development, academic accountability, and building positive team culture. Skilled in classroom management, athletic program development, and fostering student growth both academically and athletically.

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## Education & Credentials

**Bachelor of Science in Kinesiology**  
California State University, San Bernardino

**California Teaching Credential** (2023)  
**30-Day Substitute Permit** (2012–2023)  
**CPR Certified**

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## Professional Experience

### Physical Education Teacher (K-12)

Real Journey Academics | 2024–Present

- Plan and implement standards-based physical education curriculum.
  - Develop lessons focused on movement skills, sports fundamentals, fitness, and teamwork.
  - Monitor student progress and assess performance outcomes.
  - Maintain accurate student records and promote a safe, inclusive learning environment.
- 

### Resident Substitute Teacher (High School)

Fontana Unified School District | 2012–2024

- Deliver instruction across various academic subjects.
  - Maintain structured, positive classroom environments.
  - Implement classroom management strategies to keep students engaged and on task.
- 

## **Coaching Experience (16+ Years)**

### **Head Varsity Coach – Cross Country (Boys & Girls) (2026)**

Entrepreneur High School (Fontana)

### **Head Varsity Coach – Girls Basketball (2026)**

Entrepreneur High School (Fontana)

### **Head Coach – Track & Field (Shot Put & Discus) (2019- Present)**

Summit High School (Fontana)

### **Head Freshman Girls Basketball Coach (2013- Present)**

Summit High School (Fontana)

### **Assistant Coach – Varsity & JV Girls Basketball (2013- Present)**

Summit High School (Fontana)

### **Head Freshman Girls Basketball Coach (2009-2013)**

A.B. Miller High School (Fontana)

### **Assistant Coach – Varsity & JV Girls Basketball (2009-2013)**

A.B. Miller High School (Fontana)

### **Coaching Responsibilities:**

- Design and implement practice plans focused on skill development and conditioning.

- Develop team culture centered on accountability, discipline, and sportsmanship.
  - Monitor and support student-athlete academic progress.
  - Organize game strategies, player development plans, and off-season training.
- 

## **Additional Experience**

### **Childcare Worker**

Camry Group Home | 2016–Present

- Maintain structured and supportive environment for at-risk youth.
  - Provide mentorship and behavioral guidance.
  - Transport clients and assist with daily living responsibilities.
- 

## **Skills**

- Classroom Management
- Athletic Program Development
- Student Leadership & Mentorship
- Team Building & Culture Development
- Lesson Planning & Assessment
- Microsoft Word, Excel, PowerPoint
- 55 WPM Typing | 10-Key by Touch

# Sarai Palma Hernandez

(909) 810-3161 | Spalma.h@icloud.com | San Bernardino, CA | [www.linkedin.com/in/saraiphernandez](http://www.linkedin.com/in/saraiphernandez)

## EDUCATION

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**University of Redlands, Redlands, CA** 2024- 2026

*Master of Arts in Education*

Learning and Teaching Single Subject

Overall GPA 4.0

**University of California, Riverside, Riverside, CA** September 2019- June 2023

*Bachelor of Arts, Education, Society, Human Development*

Concentration: Learning and Behavioral Studies

Overall GPA 2.90; Major GPA 3.30

*Bachelor of Arts, Spanish*

Concentration: Cultural Studies

Overall GPA 2.90; Major GPA 3.75

**Relevant Coursework:** Inequality in Educational Opportunity and Achievement, Education Policy, Ethnic Studies: K-12 contexts, Cognitive Development and Education, Language and Linguistics

**Arroyo Valley High School, San Bernardino, CA** August 2016-June 2019

*High School Diploma*

3.85 GPA

Related courses in International Baccalaureate and Advanced Placement programs.

## EXPERIENCE

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**Real Journey Academies** February 2026-Present

*Assistant Coach, Girls Soccer*

- Organize team meetings, tryouts, and practices to establish a full team.
- Design and implement team training sessions to improve athletic ability and skills.
- Evaluate individual player performance to establish soccer formations.
- Establish and maintain team expectations on an educational, athletic, and professional level.

**Real Journey Academies** July 2024-Present

*Resident Spanish Teacher*

- Co-taught and led instruction in core academic subjects under the mentorship of an experienced teacher.
- Planned, adapted, and implemented lesson plans aligned to curriculum standards.
- Provided differentiated instruction to support diverse learners, including English Language Learners and students with special needs.
- Practiced effective classroom management techniques to promote a positive, inclusive learning environment.
- Participated in professional development sessions and instructional coaching cycles.

**San Bernardino City Unified School District** August 2023-August 2024

*Resident Guest Teacher*

- Provides classroom instructions to students ranging from Transitional Kindergarten to 12th grade and multiple subjects.
- Provides support to ESL Students, offering translation services, one-on-one tutoring, and class guidance to increase comprehension strategies.
- Follow classroom lesson plans and teacher instructions, following guidelines and school policies.
- Establishes an orderly classroom environment
- Implements student behavior expectations
- Served in a long-term vacancy position in an Integrated ELD class for a duration of 3 ½ months.
- Provided classroom instruction to English language learners in Spanish and English.
- Created lesson plans following the HMH English 3D designated curriculum.
- Administered grades for all assignments for students and parents via Aeries.
- Followed Individualized Education Plans concerning students' individual needs and in-class supports.
- Established classroom morale and rules following schoolwide PBIS.

**KYO Autism Therapy, Inland Empire, CA**

October 2022 – September 2023

*Registered Behavior Technician*

- Provided one-on-one play-based instruction to clients using Applied Behavior Analysis (ABA) as directed by a Board Certified Behavior Analyst (BCBA) in home, school, and community settings.
- Implemented skill acquisition and behavior reduction procedures, resulting in measurable progress for clients.
- Developed effective relationships with clients and families, respecting their values, beliefs, thoughts, and attitudes.
- Maintained client dignity by showing respect at all times, maintaining privacy and confidentiality, and communicating effectively and professionally.
- Assisted in developing Behavior Intervention Plans (BIP) and support plans, and collaborated with a Board Certified Behavior Analyst (BCBA) and family to implement them.
- Collected behavior data as specified in the client behavior support plan, accurately documented interventions and progress towards goals, and developed a session summary supported by data.
- Compliance with HIPAA.

**SBCUSD Arroyo Valley High School, San Bernardino, CA**

August 2019 – June 2023

*International Baccalaureate Student Intern*

- Conducted in-person and online tutoring appointment options to accommodate student schedules.
- Assessed students' progress throughout tutoring sessions and adjusted instructional methods and content focus.
- Assisted students with the college application process, personal insight questions, financial aid, scholarships, etc.
- Collaborated with students to prepare for their IB Assessments, Extended Essay, and specialized course exams.
- Organized dates and managed registration for professional development for teachers and administrators in the International Baccalaureate program.
- Organized community service activities for the students in the International Baccalaureate program and implemented opportunities that can be included in the students' Creativity, Activity, and Service element portion of the program.

- Administered a collection of language and reading assessments (CELF, AIMS WEB, Easy CBM, etc.).
- Developed a further understanding of the relationship between word reading, fluency, and reading comprehension through implementing reading interventions and tracking student reading progress.
- Enhanced students' understanding of evidence-based teaching strategies that support 4th- to 6th-grade typically developing students and students with autism spectrum disorder (ASD) in key developmental reading components (i.e., word reading, reading fluency, reading comprehension, reading prosody).

### **HONORS AND ACTIVITIES**

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Global Seal of Biliteracy	2019
Making Hope Happen Scholarship Foundation Recipient	2019-2020
FIERCE Scholars Scholarship Recipient	2021 – 2023
National Honor Society	2021-2023
CADA State Convention	2023
UCR, School of Education Commencement Speaker	2023

### **SKILLS**

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- Fluent in English and Spanish
- Applied Behavior Analysis
- Pivotal Response Training
- Discrete Trial Training
- Proficient in Google Drive, Microsoft, Macintosh, Windows software products

### **CERTIFICATIONS AND TRAINING**

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- CITI Program Certification, Social and Behavioral Responsible Conduct of Research (November 2020)
- Registered Behavior Technician Certification (October 2022)
- Proficient in Google Drive, Microsoft, Macintosh, Windows software products
- Designated ELD- HMH English 3D Training (August 2023)
- Integrated ELD Training for High School English Language Arts (October 2023)

# Troy L. Tieuel

Inglewood, CA

📧 tieuelium@gmail.com | 📞 917-655-8206

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## COACHING & ATHLETIC EXPERIENCE

### Assistant Girls' Volleyball Coach

Entrepreneur High School (E-High) — Fontana, CA

**2025 – Present**

- Assist in planning and executing daily practices and game strategies
  - Support athlete development in fundamentals, conditioning, and teamwork
  - Contribute to program culture, discipline, and student-athlete accountability
- 

### Head Boys' Volleyball Coach

Inglewood High School — Inglewood, CA

**2005 – 2006**

- Led full program operations including practices, game planning, and player development
  - Managed team roster, rotations, and in-game adjustments
  - Built foundational structure for team performance and discipline
- 

### Assistant Girls' Volleyball Coach

Morningside High School — Inglewood, CA

**2007 – 2008**

- Assisted head coach with drills, conditioning, and match preparation
  - Focused on skill development and positional training
  - Supported team communication and cohesion
- 

## ATHLETIC TRAINING EXPERIENCE

### Athletic Trainer – Women's Volleyball

Jackson State University — Jackson, MS

**2008 – 2009**

- Provided injury prevention, treatment, and rehabilitation support
  - Assisted with game-day medical readiness and athlete care
  - Collaborated with coaching staff to ensure athlete performance and safety
- 

## **Athletic Trainer / Manager**

Howard University Athletics — Washington, DC

**1998 (MEAC Champions)**

- Supported championship-level program operations and athlete care
  - Managed equipment, logistics, and team coordination
  - Assisted with training support during a title-winning season
- 

## **KEY SKILLS**

- Volleyball Coaching (Boys & Girls Programs)
  - Practice Planning & Game Strategy
  - Athlete Development & Conditioning
  - Injury Prevention & Athletic Training
  - Team Leadership & Program Building
  - Student-Athlete Mentorship
- 

## **EDUCATION**

- Master of Arts – Curriculum & Instruction
- Bachelor of Arts – Graphic Design
- Associate of Arts – Photography
- Art Teaching Credential (In Progress)

# Thomas J. Sweda

tjswrite@aol.com · 9939 La Mesa Ct. Rancho Cucamonga, CA 91701 · 909-367-6282

## Profile

Teacher, coach, mentor, team-builder, problem-solver and writer with leadership and management experience seeking a secondary teaching position in the social sciences in a collaborative and forward-thinking educational organization where we are collectively making a difference in the community.

## Skills

- Teaching/Mentoring
- Leadership & Team Building
- Coaching
- Process Improvement, Administrative & Organizational Management
- Writing & Research

## Teaching Experience

eHigh Fontana | Fontana CA

Social Science Teacher / *August 2024 – Present*

- Full-time Social Science Teacher at a charter high school with 425 students. Taught World History, U.S. History, U.S. Government and Economics during the 2024-25 school year, and U.S. Government and Ethnic Studies during Fall 2025. Teaching Economics currently for Spring 2026. Have also taught our Rising Entrepreneur (College & Career Readiness) course during the current school year. Member of Instructional Leadership Team (ILT) both years, and build the majority of the lesson plans I use individually or with department colleagues. Co-teach with an SAI teacher two days a week in select periods. Offer regular after school support/tutoring. Utilize a variety of teaching strategies, emphasizing both skill building (critical literacy, writing & research, collaboration) and content acquisition.

Bonita Unified School District | San Dimas CA

Long-term Substitute Teacher / *November 2023 – May 2024*

- Six-month full-time teaching role at Ramona Middle School (La Verne, CA) for four 8th grade Social Studies classes and one 7th grade Social Studies class. Delivered and adapted existing lesson plans and curriculum for my teaching style and created new content as needed to augment current lessons, aid in concept review and provide learning extension when applicable. Full responsibility for classroom management, grading, parent communication and department duties.

Central School District | Rancho Cucamonga CA

Thomas J. Sweda



Resident Substitute Teacher / *September 2021 – November 2023*

- Resident substitute for Cucamonga Middle School for two full school years and part of a third. Filled daily sub roles as needed. Also covered teachers for IEP and other meetings and provided additional supervision both inside and outside the classroom. Supported several Social Studies and Science teachers as a second teacher in select periods when not otherwise assigned. Served in two long-term roles – one for 10 weeks for a Social Studies and Science teacher and the other for 5 weeks for a Social Studies and ELA teacher.

Central School District | Rancho Cucamonga CA

Substitute Teacher / *September 2017 – September 2021*

- Taught K-8 students across the district's 7 schools. Experience with all elementary and middle school grade levels. Covered a 7<sup>th</sup>-grade Science classroom as a long-term guest teacher during September 2019 and a 4<sup>th</sup>-grade general classroom as a long-term guest teacher during September and October of 2020.

Rialto Unified School District | Rialto CA

Student Teacher / *October 2020 – December 2020*

- Taught 12<sup>th</sup> grade U.S. Government and Economics students under supervision of district mentor. Responsible for lesson planning & delivery, preparing and administering assessments and grading for approximately 175 students across 6 periods.

Upland Unified School District | Upland CA

Student Teacher / *January 2020 – March 2020*

- Taught 10<sup>th</sup> & 11<sup>th</sup> grade history students under supervision of district mentor. Responsible for lesson planning & delivery for approximately 120 students in 4 periods.

Chaffey Joint-Union High School District | Ontario CA

Substitute Teacher / *September 2018 – September 2020*

- Taught students in 9<sup>th</sup>-12<sup>th</sup> grade throughout the district on single and multiple-day assignments. Experience with multiple content areas: History, English, Science, Math. Remain on district's substitute roll but have been working as a resident sub elsewhere since late 2021.

## Coaching Experience

eHigh Fontana | Fontana CA

Boys Basketball Coach / *November 2025 - Present*

- Head coach for 2025-26 season. Our team went 13-1 overall, including 10-0 in league play, and won the Inland Empire Alternative School League Championship. Taught a motion offense and both man-to-man and zone defenses.

Thomas J. Sweda



eHigh Fontana | Fontana CA

Boys Flag Football Coach / *October 2025 - November 2025*

- Head coach and defensive coordinator for 6-game season.

RC Ace | Rancho Cucamonga CA

Softball Coach / *January 2021 - May 2025*

- Volunteer Coach/Manager for 12U and 16U Girls' Softball in a city recreational league. Responsible for conducting pre-season assessments of players, drafting teams of 11-14 players, selecting and working with assistant coaches, coordinating team events, running twice weekly practices and managing 15-18 games per season. 9 seasons of total experience. Focus was blended, split between individual player skill development and overall team performance. Selected as 14U All-Star Manager for 2023 summer tournament season.

Cucamonga Middle School | Rancho Cucamonga CA

Boys Basketball and Track & Field Coach / *January 2023 - May 2023*

- Co-coached the 6th/7th grade Boys Basketball team for a single 8-game season. Focus was on coaching & teaching offensive fundamentals such as spacing, passing, moving without the ball and shooting. Assistant coach for Co-ed Track & Field team. Helped primarily with relays and field events.

## Other Work Experience

Uber Eats | Rancho Cucamonga CA

Food Delivery Driver / *June 2018 – Present*

- Part-time food delivery driver for the Inland Empire area. Typically work two or three weekend days a month and on school breaks for the holidays, Spring Break and summers. Nearing 11,000 total deliveries with a better than 99% satisfaction rate. Worked full time when schools were closed during the Covid-19 Pandemic.

NORC | Rancho Cucamonga & Ontario CA

Field Interviewer / *December 2023 – Present*

- Field interviewer for federally sponsored national early care and education study. Conduct interviews in the field in person and over the phone, depending on respondent preference. Keep detailed records of all field work and respondent interaction. The purpose of study was to look for gaps between existing child care and what communities need. Have completed or cleared approximately 60 cases working part time over 2 months.

WESTAT | Riverside & San Bernardino Counties CA

Field Interviewer / *July 2017 – December 2017*

- Performed replenishment sample household screeners for PATH (Population Assessment of Tobacco and Health) Study. Role encompassed gaining cooperation from an adult household member to participate, doing interviews at participant homes and managing case files documenting attempts to contact households and complete interviews.

List Logistics | Rancho Dominguez & Rancho Cucamonga CA

Operations Manager / *January 2016 – December 2016*

- Managed a two-site 3PL operation with 30 associates serving 12 clients distributing medical supplies, coconut water, apparel, floor tile, solar panels, general household goods, furniture, kitchen sinks, sand and spas.
- Successfully transitioned a 3000-sku medical supply pick & pack operation from one fully staffed by our client to one staffed 75% by List Logistics associates over a period of 3 months.
- Led the opening of a second Southern California site with 5 customers. Managed the rack installation, oversaw the transfer of merchandise and equipment, set up the floor layout and sourced staff, supplies and services.

Williams-Sonoma, Inc. | City of Industry, CA

Operations Manager – Customer Service, Shipping & Retail / *September 2012 – September 2015*

- Responsible for E-Commerce Small Parcel Shipping, Furniture (Freight) Shipping, Domestic and International Retail Shipping, and Retail Customer Service Teams.
- Led the startup of a Retail Pick & Pack operation, growing it from handling 50 skus at inception to working with 1500 skus 10 months later.
- Created and developed a Retail Customer Service Team in response to increased regionalization in WSI's retail channel. Emphasis was on building and maintaining mutually beneficial relationships with both corporate inventory and store management groups through separate focus on processing of retail orders and escalations.
- Initiated an International Retail Shipping Team starting with stores in Australia and then adding the Philippines, Middle East and Mexico. Developed independent processes for each based on both customs and overseas partnership variables.
- Mentored multiple DC Leads, both direct and indirect reports, and helped onboard three new Operations Managers by introducing them to WSI systems and processes.

Williams-Sonoma, Inc. | City of Industry, CA

DC Lead / *January 2006 – September 2012*

- Defined the Customer Service Lead role by becoming a coordinator working across the transportation, shipping and picking teams to develop and monitor daily outbound shipping plans for the entire facility.
- Led an effort to reconfigure the outbound dock to optimize overall operational productivity.
- Implemented a cross-training schedule for the customer service staff to provide for increased flexibility and better coverage.
- Standardized productivity reporting for both Returns and Receiving teams.

Thomas J. Sweda



- Assisted in the design of a returns tracking database that allowed the DC team to analyze and categorize returns based on item, rate and value of and reason for the return, etc.
- Directed a repair operation that saved approximately \$1 million annually by fixing minor damages & defects that could then be delivered as new to local customers.

MJM Investigations | Ontario, CA

Case Manager & Regional Scheduler / *December 2002 – September 2004*

- Coordinated and managed workers' compensation & other insurance investigations.
- Ran the schedules of 75 insurance investigators in 13 states.

The Fund for Public Interest Research | Los Angeles, CA

Field Manager & Canvasser / *June 2002 – December 2002*

- Directed crews of 3-6 canvassers doing fundraising and organizing for the Sierra Club.
- Trained/mentored approximately 50 canvassers and personally raised more than \$20,000.

Daily Herald | Arlington Heights, IL

Freelance Writer/Reporter / *September 1993 – April 2002*

- High school and local college sportswriter.
- Beat writer for football, basketball & tennis.
- Guest columnist for 1 year.
- Wrote 75 feature stories.

Delevan Enterprise | Delevan, WI

Sports Editor / *November 1995 – August 1996*

- One-person sports department for a weekly newspaper.

## Education

Brandman University

*2018-2023* Single Subject Credential (History-Social Science)

- Preliminary Credential posted by CTC
- 4.00 GPA

Northwestern University

*1999-2002* MALS Program

- Interdisciplinary (History, Economics, Literature, Philosophy) Master's Program
- 3.75 GPA

Loyola University Chicago

*1993* B.A. History

- Magna Cum Laude Graduate
- Presidential Scholarship Recipient
- 3.78 GPA

CARRIE ERIN DE RIDDER

Fontana, CA | (626) 224-1100 | dcarrieerin@yahoo.com

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## **PROFESSIONAL SUMMARY**

Dedicated Education Specialist with over 20 years of experience serving students in grades 6–12 in public and charter settings. Skilled in managing high-volume caseloads (40+ students), delivering specialized academic instruction in English, and facilitating collaborative IEP meetings. Strong background in literacy intervention, compliance practices, and relationship-centered instruction that supports both academic growth and social-emotional development.

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## **PROFESSIONAL EXPERIENCE**

Education Specialist | RSP English

Fontana Unified School District & Santa Maria Unified School District

2023–Present

- Manage caseload of 40+ students in grades 6–12
- Provide specialized academic instruction in English
- Develop and implement compliant IEPs, transition plans, and measurable goals
- Facilitate collaborative IEP meetings with families and staff
- Monitor service documentation and progress reporting
- Support executive functioning and post-secondary transition planning

Education Specialist | Literacy Coach | Lead Teacher

Los Angeles Unified School District

2002–2010, 2015–2022

- Designed and delivered standards-based curriculum across multiple subjects (6–12)
- Developed IEPs, 504 plans, and differentiated instructional supports
- Delivered professional development on literacy, classroom management, and Mastery Grading
- Served in Shared Decision Making, School Site Council, and teacher mentorship roles

Site Administrator | Lead Teacher

Advanced Path Academy – Pasadena, CA

2010–2015

- Oversaw daily operations for 120-student school site
- Supervised staff and ensured special education compliance
- Developed personalized learning plans and behavioral supports

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## **EDUCATION & CREDENTIALS**

Education Specialist Credential – Cal Poly Pomona

Master of Educational Management & Administrative Services – University of La Verne

Reading Specialist Certificate – Grand Canyon University

Multiple Subject Credential – UCLA

B.A., Communications & Journalism – CSU Dominguez Hills

# ANGEL RODRIGUEZ

Phone:909-443-0104 | Email:onekingpro7@gmail.com

## Professional Summary

Motivated professional with vast experience in sales, logistics, customer service, transportation, sports coaching, and graphic design. Adept at balancing hands-on technical skills with leadership, communication, and problem-solving abilities. Fluent in Spanish with proven capability to adapt to fast-paced environments while maintaining a strong work ethic.

## Skills/Certifications

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- Bilingual in Spanish (Fluent)
- Strong communication and leadership skills
- 65 WPM typing speed
- Coaching and training
- Tech-savvy
- Forklift, EPJ Truck, Cherry Picker operation
- AED/CPR
- Guard Card
- Pepper Spray/Chemical Agents
- Grassroots Soccer Coaching License

## Professional Experience

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Freelance Graphic Designer (2010-Current)

Wonolo-Variou Jobs (2017-2025)

LYFT-Driver (2025-current)

Allied Universal-Security Professional (2025-current)

Fontana Legacy F.C.-Soccer Coach (2021-current)

Real Journey Academies-Sports Coach (2023-current)

## Education

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Platt College – Associates of Arts Degree (2010–2011)

GPA: 3.0

Silverado High School – High School Diploma (2003-2006)

Chaffey/VVC College-Courses in Psychology, Interpersonal Communication, Marketing.  
(2007-2009)

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entrepreneur high school



**SHOW US YOUR TEAM SPIRIT!**

# SPORTS

- + Cheerleading
- + Basketball (Boys & Girls)
- + Softball (Girls)
- + Baseball (Boys)
- + Cross Country
- + Flag Football
- + Volleyball
- + eSports



# GRADUATE AHEAD OF THE CURVE!

## DUAL ENROLLMENT

# Earn College Credit Now!



## Earn College Credit While In High School!

eHigh, in partnership with **San Bernardino Valley College (SBVC)** & **Chaffey College**, offers an exciting **Dual Enrollment Program** for students in grades 9–12.

- ✓ **FREE** college classes
- ✓ Earn your **Associate's Degree** while earning your high school diploma
- ✓ **Get ahead** on your education
- ✓ **Build confidence** for your future

## Dual Enrollment Benefits

- + A 3-units college course = **10 high school credits**
- + **Save time & money** toward your college degree
- + **Take Fun Classes** like Art, Music, Graphic Design, Culinary Arts, Aeronautics, Welding, & Automotive
- + Community College Courses **Earn Similar GPA points as AP Classes**

**Please contact your College and Career Counselors for more information.**



entrepreneur high school  
FONTANA & SAN BERNARDINO



5A2

# REAL Journey Academies



entrepreneur high school

FONTANA & SAN BERNARDINO



## FREE Public Charter School | Grades 9 to 12

### Developing the Entrepreneurial Mindset

### Why eHigh Fontana?

- ✓ **Culture of Entrepreneurship**  
More than a slogan, it's our eMindset.
- ✓ **Curious Learner**  
Cultivate a deep curiosity for learning & apply knowledge effectively.
- ✓ **Balanced Students**  
Develop skills to manage well-being, emotions, & time effectively.
- ✓ **Future-Ready**  
Gain exposure to digital literacy & leadership concepts.

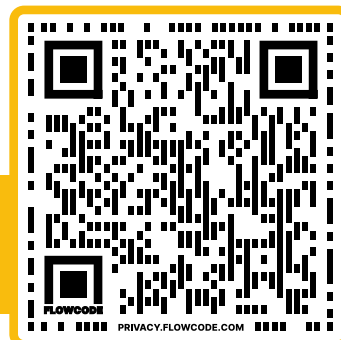
Call / Llama  
**909.600.0362**

Enroll Now / Inscríbise  
**beaboss.org**

Fontana - 7775 Sierra Ave.  
San Bernardino - 26655 Highland Ave.

## SCAN TO ENROLL

*eHigh SB and eHigh Fontana are two independent schools.*



**Free College Dual Enrollment & Independent Study Available**

# The New **eMindset** Unleashing Entrepreneurs



## Your 4-Year Business Education Plan

# Entrepreneurship and Business Management

Our core courses are designed to give you the skills and mindset to succeed in the business world. You'll learn about entrepreneurial principles, digital marketing, and more through hands-on projects and real-world experience.

### Year-by-Year Course Breakdown

<b>Freshman Year</b> Grade 9	<b>Entrepreneurship 101</b> Get started with the basics of business.
<b>Sophomore Year</b> Grade 10	<b>Online Design &amp; Marketing</b> Learn about digital advertising, SEO, social media, and building a brand.
<b>Junior Year</b> Grade 11	<b>Entrepreneurship &amp; Business Communication</b> Develop your communication skills and dive deeper into business concepts. <b>Business Startup Incubator</b> (Only for students who get selected) Turn your ideas into a real business venture. <b>Internship and Externship</b> School-based and community-based work experience.
<b>Senior Year</b> Grade 12	<b>Small Business Management</b> Learn how to manage and grow a small business. <b>Business Startup Accelerator</b> (Pre-Req: Business Incubator) Take your business to the next level with advanced strategies. <b>Internship and Externship</b> School-based and community-based work experience.

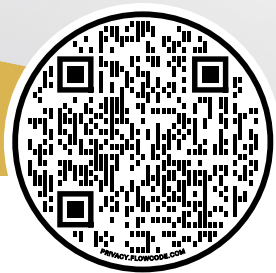
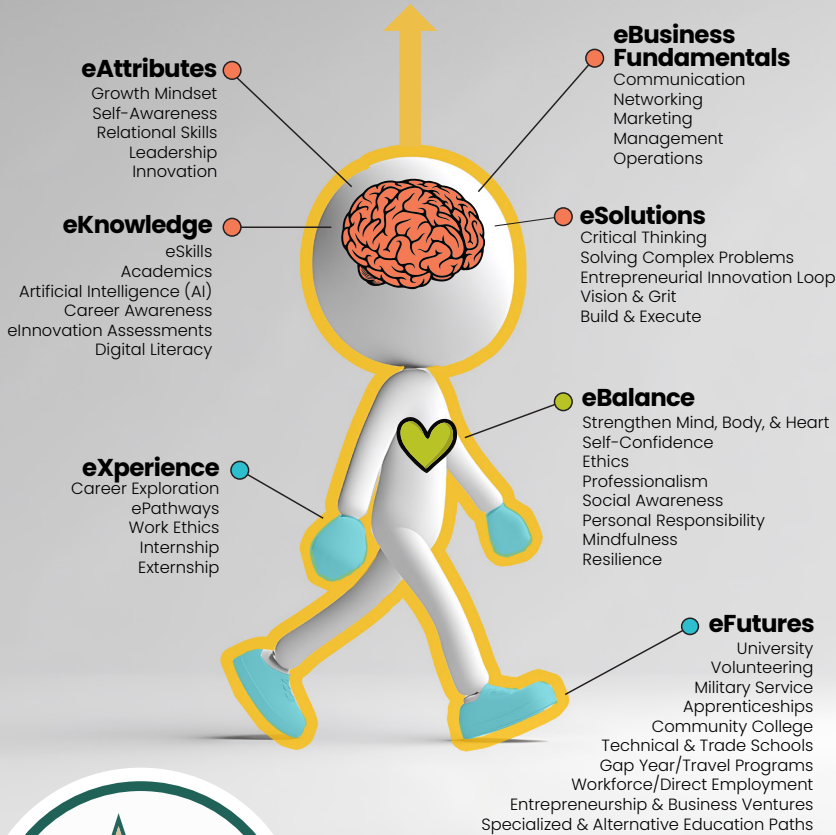
## Student Choice ePathways

- + **Culinary**
- + **Digital Media & Video Production**
- + **Product Innovation and Design** (Fontana Only)
- + **Education:** Education, Child Development, & Family Services



# The Rising Entrepreneur

## eMindset



**APPLY TODAY!**

# eExecutive Program

**Shape Your Future.  
Become an eExecutive.**

**Lead the Way.  
Shape Your Future.  
Real Experience Starts Here.**

## Ready to Elevate Your High School Experience?

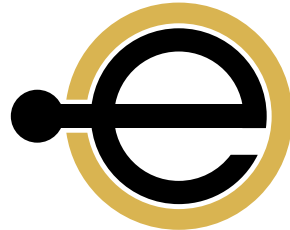
The eExecutive Program is your launchpad to go beyond the classroom and step into impactful leadership. This isn't just another club; it's a unique journey where you'll gain hands-on experience, build unshakable confidence, and develop the professional skills that will set you apart, now and in the future.

## What is the eExecutive Program?

It's your chance to take charge and make a real difference. As an eExecutive, you'll embrace meaningful responsibilities that directly shape your school's culture and build a powerful foundation for your leadership journey. Find your voice, develop your vision, and learn to inspire.

## Leadership in Practice – Skills You'll Master:

- ✔ **Navigate & Adapt**  
Thrive in dynamic situations and embrace change.
- ✔ **Own Your Impact**  
Take initiative and lead with assurance and vision.
- ✔ **Excel in Teamwork**  
Collaborate effectively within a high-performing executive team.
- ✔ **Build Your Foundation**  
Gain invaluable real-world experience you can take anywhere.



## Experience Leadership in Action - What Makes Us Different?

- ✔ **Be the Face of Your School**  
Confidently represent your peers at public events, school board meetings, and as a welcoming presence on campus.
- ✔ **Lead & Connect**  
Spearhead engaging campus tours and make new students feel instantly part of the community.
- ✔ **Drive Real-World Projects**  
Manage student-led enterprises, tackling genuine business challenges and operational tasks.
- ✔ **Create Memorable Moments**  
Plan and execute exciting, impactful school-wide events from concept to completion.
- ✔ **Guide & Inspire**  
Mentor younger eExecutives, sharing your valuable knowledge and experience.
- ✔ **Sharpen Your Skills**  
Participate in dynamic workshops focused on critical leadership principles and emotional intelligence.
- ✔ **Collaborate & Conquer**  
Work alongside a dedicated, cohort-based team of fellow eExecutives to achieve ambitious goals.



# BULLS NEVER BACK DOWN!

## Become an eHigh Bull Athlete! 2025-2026 Season

PREPARE FOR THE  
STAMPEDE!



### Why Join eHigh Athletics?

Ready to make the 2025-2026 school year unforgettable? Step off the sidelines and onto the field, court, or track! eHigh Highland Athletics offers you the chance to challenge yourself, build friendships, and show your Panther pride.

- Teamwork & Connection
- Physical Fitness
- Confidence & Resilience
- Leadership Skills
- School Pride

### eHigh Bulls: 2025-2026 Sports Lineup

#### FALL

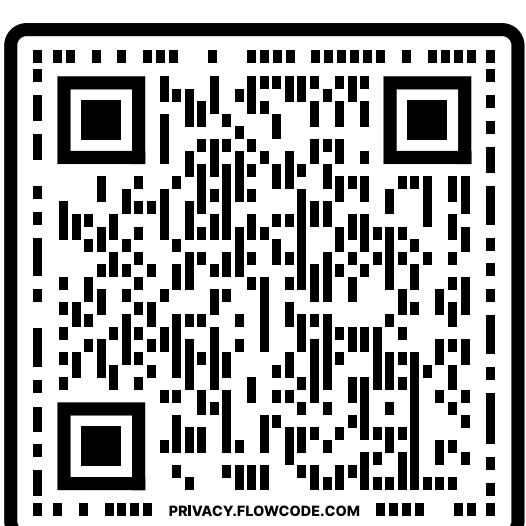
- Cheerleading:** Bring the spirit and lead the crowd!
- Girls Volleyball:** Spike, set, and dominate the court!
- Boys & Girls Cross Country:** Test your endurance on the trails!
- Esports:** Compete digitally and represent eHigh in the virtual arena!

#### WINTER

- Boys & Girls Soccer:** Show your skills on the pitch!
- Boys & Girls Basketball:** Own the court, from tip-off to final buzzer!

#### SPRING

- Baseball:** Step up to the plate this spring!
- Softball:** Hit home runs and make plays!
- Esports:** Compete digitally and represent eHigh in the virtual arena!



**READY TO UNLEASH YOUR INNER BULL?**

Don't miss out on the action, the friendships, and the pride of being an eHigh Bull Athlete!  
[www.realjourney.org/ehighsports25](http://www.realjourney.org/ehighsports25)

# A New Mindset

Unleashing Entrepreneurs



entrepreneur high school



FREE SCHOOL

SMALL SCHOOL

LEARN BUSINESS  
ALL 4 YEARS

INDEPENDENT  
STUDY AVAILABLE

DUAL ENROLLMENT

96% GRADUATION  
RATE 24/25 SY

Enroll Now

**BEABOSS.ORG**



5A2

# Why eHigh Fontana?

- ✓ **Culture of Entrepreneurship**  
More than a slogan, it's our eMindset.
- ✓ **Learn Skills Essential for Business**  
Business classes all 4 years.
- ✓ **Launch a Business**  
Use your new skills to start a business.
- ✓ **We Get Students Life Ready**  
Prepared for college, career, & business.

**ENROLL  
TODAY!**

## COURSES IN:

- » **Marketing & Sales**
- » **Business & Finance**
- » **Culinary Arts**
- » **Design & Innovation**
- » **Video Production**
- » **Education:**  
*Psychology, Child Development,  
and eSports Coaching*

**BEABOSS.ORG**

 (909) 600-0362

 7775 Sierra Ave.  
Fontana, CA 92336



# FREE Transcripts For College!



## New: Simplified Transcript Requests with Parchment

We are excited to announce that **eHigh Fontana** has partnered with **Parchment** to provide a seamless, online way for students and parents to request, send, and store transcripts. This service is now the primary method for sending your credentials to colleges, the NCAA, or even to yourself—all at **no cost to you.**

### How to Request Your Transcript

Follow these four simple steps to get your transcripts where they need to go:

- 1 Register Your Account**  
Sign in or create a new account at [ehsf.realjourney.org/parchment](https://ehsf.realjourney.org/parchment).
- 2 Build Your Profile**  
Click "Get Started" and add your High School to your profile so the system knows which records to pull.
- 3 Provide Consent**  
Complete the waiver and transcript authorization form. You can do this quickly by eSigning the form directly on the site.
- 4 Choose Your Destinations**  
Select where you want your transcripts sent, such as specific colleges, the Common App, or the NCAA.

Or Scan the QR Code



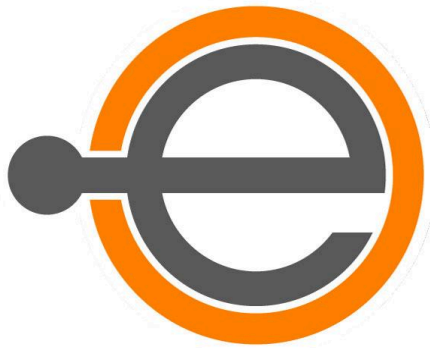
#### Track Your Progress

Once you have submitted your request, you don't have to wonder if it arrived. Parchment will send you email updates, and you can track the real-time status of your order directly through your Parchment.com account.



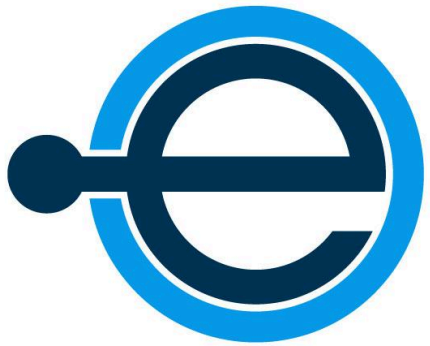


# 2025-2026 Course Catalog



entrepreneur  
high school

san bernardino



entrepreneur  
high school

fontana

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# COURSE REQUIREMENTS

<i>See Course Catalog subject sections for more details regarding eHigh Graduation, CSU, and/or UC requirements.</i>			
	eHigh Graduation Requirements	CSU	UC
English	40 semester credits	40 semester credits (4 years required)	
Mathematics	30 semester credits	30 semester credits (3 years required, 4 years recommended)	
Science	20 semester credits	20 semester credits (2 years required; 3 years recommended)	
History/Social Science	30 semester credits (25 history/5 economics)	20 semester credits	
Physical Education	20 semester credits		
Language Other Than English (LOTE)	20 semester credits (same language)	20 semester credits (2 years required or equivalent to the 2nd level of high school instruction) of a language other than English; <i>3 years recommended (Courses must be in the same language)</i>	
<b>Visual Performing &amp; Arts (VAPA)</b>	<b>10 semester credits</b> <i>Some required or student choice ePathway courses may validate VAPA requirements.</i>	<b>10 semester credits</b> (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts	
<b>REQUIRED ePathway*</b>	<b>40 semester credits</b> (All Rising Entrepreneurs will be scheduled in this ePathway) <ul style="list-style-type: none"> <li>• Entrepreneurship/ Self-Employment</li> <li>• Business Management</li> </ul>		
<b>ELECTIVES</b> *Options subject to change based on course offerings annually.	<b>20 semester credits</b>	10 semester credits <i>Elective course work chosen from any area on approved A-G course list</i>	
<b>TOTAL</b>	<b>230 semester credits*</b> <i>*Students who do not fully complete a minimum of 220 credits and meet the requirements of the Senior defense project will not be allowed to participate in graduation ceremonies.</i>	15 yearlong/30 semester college preparatory A-G courses are required with letter grades of C or better: [CSU and UC do not use +/- grades]  11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)	
<b>ADDITIONAL INFO.</b>	<ul style="list-style-type: none"> <li>• <i>Ethnic Studies (AB 101 Per the bill, all schools must offer an ethnic studies course commencing with the 2025–26 school year. A graduation requirement for the class of 2030, which is students entering grade 9 in 2026-2027 (current Grade 7 students).</i></li> <li>• <i>One semester of Personal Finance course (AB 2927 - 2024) can opt out of the economics requirement for graduation starting with the 2030–31 school year.</i></li> </ul>		

**UC Approved Course Lists:**

[eHigh San Bernardino](#)

[eHigh Fontana](#)

# FOUR-YEAR PLAN FOR STUDENTS

FRESHMAN YEAR (Grade 9)	SOPHOMORE YEAR (Grade 10)
<ol style="list-style-type: none"> <li>1. English 9A (<i>Reading, Writing, and Research in Social Entrepreneurship</i>)</li> <li>2. Financial Algebra I or <b>Entrepreneurial Math</b> (<i>based on math placement</i>)</li> <li>3. Integrated Science I</li> <li>4. Physical Education I or eSports</li> <li>5. <b>Entrepreneurship/ Self-Employment ePathway:</b> <ul style="list-style-type: none"> <li>• Entrepreneurship 101 (8330)</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Spanish I or Bright Thinker choices</li> <li>• <i>Ethnic Studies (Class of 2030 and on)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. English 10 (<i>Originality and Creativity through English</i>)</li> <li>2. Geometry</li> <li>3. Physical Education 2 or eSports</li> <li>4. <b>Entrepreneurship/ Self-Employment ePathway:</b> <ul style="list-style-type: none"> <li>• Online Design &amp; Marketing (8331)</li> </ul> </li> <li>5. World History</li> </ol> <ul style="list-style-type: none"> <li>• Integrated Science 2 or Bright Thinker Chemistry</li> <li>• Spanish 1 or 2 or Bright Thinker choices</li> <li>• <b>ePathway Choice A YEAR 1</b> (Concentrator) (2-year commitment within ePathway)</li> </ul>
JUNIOR YEAR (Grade 11)	SENIOR YEAR (Grade 12)
<ol style="list-style-type: none"> <li>1. English 11 (<i>Understanding and Communicating the Entrepreneurial Mindset</i>)</li> <li>2. Financial Algebra II</li> <li>3. US History (<i>The Emergence and Role of Entrepreneurship in the United States</i>)</li> <li>4. <b>Business Management ePathway</b> <b>FALL:</b> <ul style="list-style-type: none"> <li>• Entrepreneurship &amp; Bus Comm (7410)</li> </ul> <b>SPRING Selections (One Only):</b> <ul style="list-style-type: none"> <li>• Career Pathway Internship (9502)</li> <li>• Business Startup Incubator (7410)</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Student Choice (<b>Select one</b>):             <ol style="list-style-type: none"> <li>a. Year 3 approved d-Science</li> <li>b. Language Other English Level 3 (<i>UC/CSU Recommended</i>)</li> <li>c. Elective</li> <li>d. Credit Recovery</li> <li>e. <b>ePathway Choice A YEAR 2</b> (<i>Capstone to 10th grade Concentrator</i>)</li> <li>f. <b>ePathway Choice B YEAR 1</b> (<i>Concentrator</i>) (2-year commitment within ePathway)</li> </ol> </li> <li>• Physical Education I or II</li> </ul>	<ol style="list-style-type: none"> <li>1. English 12 (<i>Identity, Purpose, and Preparation through English Mindset</i>)</li> <li>2. Government/Economics</li> <li>3. <b>Business Management ePathway</b> <b>FALL Selections (One Only):</b> <ul style="list-style-type: none"> <li>• Small Business Management (7412)</li> <li>• Business Startup Accelerator (7412) (preReq <i>Business Startup Incubator</i>)</li> </ul> <b>SPRING Selections (One Only):</b> <ul style="list-style-type: none"> <li>• Small Business Management (7412)</li> <li>• Business Startup Accelerator (7412) (preReq <i>Business Startup Incubator</i>)</li> <li>• Externship (9502) (by Application only)</li> </ul> </li> <li>4. <b>eHigh Course</b> <b>FALL:</b> <ul style="list-style-type: none"> <li>• Career Pathway Internship (9502)</li> </ul> <b>SPRING Selections (One Only):</b> <ul style="list-style-type: none"> <li>• Career Pathway Internship (9502)</li> <li>• Externship (9502) (by Application only)</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Student Choice:             <ol style="list-style-type: none"> <li>a. Year 3 approved d-Science -<i>UC/CSU recommended</i></li> <li>b. Bright Thinker PreCalculus /College Math or Elective</li> <li>c. Language Other Than English Year 3 (<i>UC/CSU Recommended</i>)</li> <li>d. Elective</li> <li>e. Credit Recovery</li> <li>f. <b>ePathway Choice B YEAR 2</b>(<i>Capstone relevant to Grade 11 ePathway Choice #2</i>)</li> </ol> </li> </ul>

NOTE: Personal Finance course added by AB 2927 in 2024 can opt out of the economics requirement for graduation starting with the 2030–31 school year.

# HISTORY/ SOCIAL SCIENCE

<b>eHigh Grad</b>	<b>25 semester credits</b> <ul style="list-style-type: none"> <li>United States history and geography</li> <li>World history, culture, and geography</li> <li>One-semester course in American government and civics</li> </ul> <p style="text-align: center;"><b>AND</b></p> <b>5 credits</b> Economics (college prep ‘G’)	
	<ul style="list-style-type: none"> <li>One-semester course in economics</li> </ul> <p>(Note that pursuant to AB 2927 [2024], commencing with pupils graduating in the 2030-31 school year, a pupil who completes one-semester personal finance course requirement may elect to be exempt from this one-semester course in economics requirement.)</p>	
<b>CSU &amp; UC</b>	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND	
	<b>CSU:</b> 1 year of history/social science from either the A or G subject area	<b>UC:</b> 1 year of world history, cultures, or historical geography (including European History) from the A subject area.

<b>COURSE TITLE:</b>	<b>World History</b>	<b>GRADE LEVEL:</b> 9, 10
<b>UC-CSU APPROVED:</b>	A/ History / Social Science	<b>TERMS OFFERED:</b> Year-long
<b>PREREQUISITE:</b>	None	<b>HS CREDITS:</b> 10

**DESCRIPTION:**

World History examines major turning points in world history from the late eighteenth century to the present emphasizing the interconnectedness of global events and the diverse experiences of people across time and place. Students will develop critical thinking skills by analyzing historical sources, constructing arguments based on evidence, and interpreting the past within its specific context. The course will also explore themes of entrepreneurship and innovation, investigating how individuals and groups have driven economic and social change. Furthermore, the course encourages students to approach historical inquiry with curiosity, adaptability, and a willingness to learn from diverse perspectives. Finally, the course will delve into the complex interplay of race, class, and gender, recognizing how these factors have shaped historical events and individual experiences. The course is designed to prepare students for college, careers, and civil life by fostering critical thinking, effective communication, and a deep understanding of the world.

<b>COURSE TITLE:</b>	<b>World History (World History by Design)</b>	<b>GRADE LEVEL: 9, 10</b>
----------------------	--	---------------------------

**UC-CSU APPROVED:** [A/ History / Social Science](#) **UC Honors**      **TERMS OFFERED:** Year-long

**PREREQUISITE:** None      **HS CREDITS:** 10

**DESCRIPTION:**

This is a course in which students will analyze significant periods in world history from the development of government systems through to modern times while building the basic skills of graphic design elements and principles. Students will use major world events such as revolutions, wars and globalization as the inspiration for design projects to synthesize the knowledge into cohesive assignments that are both content driven and conceptual. Students have the opportunity in this course to demonstrate their knowledge of historical content through the creating art, using the elements and principles of design. Students will produce a series of artistic products that reflect their comprehension of both historical content and relevant design skills; from the years of the ancient Greeks and Romans through the modern post Cold War world. Students will integrate the reading and viewing of traditional texts, primary source resources, technology manuals, digital media sources, appropriate era artwork and tutorials to demonstrate their knowledge of design and world history. Upon completion of this course, students will have completed their world history requirement and be prepared to take additional design courses.

<b>COURSE TITLE:</b>	<b>US History (The Emergence and Role of Entrepreneurship in the United States)</b>	<b>GRADE LEVEL: 11</b>
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**UC-CSU APPROVED:** [A/ History / Social Science](#)      **TERMS OFFERED:** Year-long

**PREREQUISITE:** None      **HS CREDITS:** 10

**DESCRIPTION:**

United States History is a course designed for 11th-grade students and will explore the history of the United States from multiple perspectives, with a focus on the emergence and impact of entrepreneurship. It emphasizes diverse experiences of Americans, analyzing how race, class, and gender have shaped individual and collective histories. Students will develop critical thinking skills, historical analysis techniques, and an understanding of the U.S.'s role in the global community. The course will also incorporate an entrepreneurial mindset, encouraging students to view history through the lens of risk-taking, innovation, and problem solving.

<b>COURSE TITLE:</b>	<b>US History Honors</b>	<b>GRADE LEVEL: 11</b>
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**UC-CSU APPROVED:** [A/ History / Social Science](#) **UC Honors**      **TERMS OFFERED:** Year-long

**PREREQUISITE:** None      **HS CREDITS:** 10

**DESCRIPTION:**

US History Honors examines the roots of the American nation and its diverse and evolving values. It is designed to prepare students for participatory citizenship. As such, it is a demanding course that calls upon students to master major concepts in both foreign and domestic policy, as well as economic, artistic, and social developments, from 1492-present time. Students are expected to critically analyze a host of important historical events and changes, and to write several critical essays that support a sophisticated thesis through the careful examination of facts, quotations, and statistics derived from diverse sources, both primary and secondary. Students are trained in the interpretation and analysis of maps, graphs, graphics, political cartoons, and historical quotations, and to think like a historian.

<b>COURSE TITLE:</b>	<b>United States Government</b>	<b>GRADE LEVEL: 12</b>
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**UC-CSU APPROVED:** A/ History / Social Science/  
Civics/ American Government

**TERMS OFFERED:** Fall Semester

**PREREQUISITE:** None

**HS CREDITS:** 5

**DESCRIPTION:**

This semester-long course examines the origins, principles, historical development, and structure of America's Constitutional democracy. In addition, the course will analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of the government. The course will include a comparison of other contemporary governing systems to the rights and responsibilities of US citizens. The class will include an emphasis on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents that grant specific powers to each. This course's primary purpose is to prepare students to be active, informed citizens in order to impact their local communities.

<b>COURSE TITLE:</b>	<b>Economics</b>	<b>GRADE LEVEL: 12</b>
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**UC-CSU APPROVED:** G/College-Preparatory Elective  
History / Social Science

**TERMS OFFERED:** Spring Semester

**PREREQUISITE:** None

**HS CREDITS:** 5

**DESCRIPTION:**

This one-semester course provides a comprehensive foundation in the fundamental institutions, concepts, principles, and practices of economics. The course focuses on economic concepts that underlie the United States market system and its operations, including analysis of the American free enterprise system through a study of comparative economics. Students will compare the U.S. economic system to those of other countries and make informed judgments about economic questions. The course will cover both basic micro and macroeconomics concepts and vocabulary. This course also focuses on the allocation of resources, the role of individual choice in a free-market economy and how these choices impact local, national, and global economic systems. Students will develop economic reasoning skills, including cost-benefit analysis and supply and demand. The course integrates literacy and skill development, encouraging students to ask questions, develop arguments, conduct research, evaluate evidence, and present findings. It also emphasizes the importance of understanding economics in a historical context. Students will also be exposed to measurement concepts and methods using tables, charts, graphs, and index numbers to understand the relationship between economic variables. The course aims to enable students to become informed, critical citizens who can participate in the American economic process.

<b>COURSE TITLE:</b>	<b>Financial Literacy</b>	<b>GRADE LEVEL: 9, 10</b>
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**UC-CSU APPROVED:** G/College-Preparatory Elective  
History / Social Science

**TERMS OFFERED:** Semester or Year-long

**PREREQUISITE:** None

**HS CREDITS:** 5 - 10

**DESCRIPTION:**

Financial literacy is a course designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Effective money management is a disciplined behavior. It is difficult to master, and much easier when learned earlier in life. This course will start students on a path toward being in control of their financial futures. The six national standard topics will be the foundation of the course: buying goods and services, using credit, saving, financial investing, and protecting and insuring. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

# ENGLISH LANGUAGE ARTS

<b>COURSE TITLE:</b>	<b>English 9 (Reading, Writing and Research in Social Entrepreneurship)</b>	<b>GRADE LEVEL: 9</b>
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**UC-CSU APPROVED:** **B/English** **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

In this course, students will build core knowledge of reading, writing, speaking, and research skills that will inform their education for the next four years. Students will have targeted, daily time to write and read, and collaborate with their peers. Through the core literature texts (Of Mice and Men, Romeo and Juliet), students will explore social relationships and the impact of relationships.

There are six core units, spread across both semesters. Each semester will have an anchor unit (Set the Stage, Portfolio Reflection), an informative text based unit (book clubs), and a Core Literature unit. Within the semester, there will be embedded Interim Assessment Blocks (IABs) to assess student performance and understanding compared to the CAASPP, writing benchmarks and benchmark testing in NWEA.

<b>COURSE TITLE:</b>	<b>English 9 Honors</b>	<b>GRADE LEVEL: 9</b>
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**UC-CSU APPROVED:** **B/English** **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

In this course, students will build core knowledge of reading, writing, speaking, and research skills that will inform their education for the next four years. Students will have targeted, daily time to write and read, and collaborate with their peers. Through the core literature texts (A Raisin in the Sun, Romeo and Juliet), students will explore social relationships and the impact of relationships.

There are six core units, spread across both semesters. Each semester will have an anchor unit (Set the Stage, Portfolio Reflection), an informational text-based unit (book clubs), and a Core Literature unit. Within the semester, there will be embedded Interim Assessment Blocks (IABs) to assess student performance and understanding compared to the CAASPP, writing benchmarks and benchmark testing in NWEA.

<b>COURSE TITLE:</b>	<b>English Language Development 9</b>	<b>GRADE LEVEL: 9</b>
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**UC-CSU APPROVED:** **B/English** **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

This English Language Development (ELD) course is designed to support multilingual learners in strengthening their reading, writing, speaking, listening, and research skills so they can succeed in high school English coursework and beyond. By building academic language proficiency, students will develop the confidence and skills necessary to read complex texts, write effectively, participate in discussions, and engage in research assignments.

<b>COURSE TITLE:</b>	<b>English 10 (Originality and Creativity through English)</b>	<b>GRADE LEVEL: 10</b>
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**UC-CSU APPROVED:** B/English **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

Originality and Creativity through English is a college preparatory 10th grade English course integrated with the entrepreneurship and self-employment pathway standards of the marketing, sales, and services CTE sector. In this course, students read and write about the creativity process and learn to develop their own skills as creative problem solvers. This course uses the Common Core’s attention to listening and speaking, argumentation, fiction, and informational text as an opportunity for students to explore their own originality and creativity, analyze the creative work of others, learn about the creative process through historical texts, and create an action plan for creative change. Woven throughout these units of study is an exploration of the characteristics of innovators such as risk-taking, creativity, curiosity, determination, discipline, empathy, flexibility, and responsibility. Originality and Creativity through English will engage students in questions of who they are, what makes individuals unique, how they can create innovative impact, how to speak to creative ideas, how to build networks to foster creativity, and scaling creative impact through inspiring a positive movement towards change. Students will understand how to leverage the skills of reading and writing to create and sustain lasting change.

<b>COURSE TITLE:</b>	<b>English 10 Honors</b>	<b>GRADE LEVEL: 10</b>
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**UC-CSU APPROVED:** B/English UC Honors **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

Throughout the course students will engage in analysis of complex literary and non-fiction texts from a variety of genres and sources (including multimedia texts) to become “well-informed, thoughtful and creative readers”. Students will use their experiences with expert writers to hone their own writing skills as they proceed through a variety of assignments utilizing the writing modes outlined by the Common Core State Standards (argumentative, informative/explanatory, and narrative) and writing for a variety of purposes, audiences and disciplines. Each writing task will build off previous units and will be integrated with student reading and will necessitate that students draw on evidence from these readings constructing their written sophisticated responses. All of the instructional activities are working towards student mastery of the skills outlined in the CCSS for 10th grade English Language Arts (including the regular use of technology in reading, writing, presenting, and research) and will be demonstrated through two cumulative exams to prepare students for college.

<b>COURSE TITLE:</b>	<b>English Language Development 10</b>	<b>GRADE LEVEL: 10</b>
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**UC-CSU APPROVED:** B/English **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

This English Language Development (ELD) course is designed to prepare multilingual learners for success in English and throughout all content areas in high school, a college preparatory course that integrates the principles of entrepreneurship and creative problem-solving. Through targeted listening, speaking, reading, and writing activities, students will develop the academic language skills necessary to analyze complex ideas, engage in meaningful discussions, and express their original thoughts effectively. In this course, students will strengthen their ability to comprehend and analyze fiction, informational texts, and argumentative writing, building a strong foundation for understanding and discussing creativity and innovation. Students will practice clear and confident communication through structured writing tasks, collaborative discussions, and real-world applications of language.





**COURSE TITLE:**

## **Marketing through Storytelling**

**GRADE LEVEL: 9-12**

**UC-CSU APPROVED:** **B/English**

**TERMS OFFERED:** Year-long

**PREREQUISITE:** None

**HS CREDITS:** 10

**DESCRIPTION:**

This English course is designed to support students in developing essential literacy skills through a novel-based curriculum. Emphasizing the core strategies of clarifying, questioning, predicting, and summarizing, this course aims to engage students in critical thinking and active reading practices that foster academic success.

# C | MATHEMATICS

eHigh Grad	30 credits/ 3 years (including one year of Financial Algebra I)
CSU & UC	3 years including/integrating topics covered in the foundational subjects of elementary algebra, two- and three-dimensional geometry, and advanced algebra;* (4 years strongly recommended) Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).

**COURSE TITLE:** **Entrepreneurial Math** **GRADE LEVEL: 9**

**UC-CSU APPROVED:** **C/Mathematics** / Other Advanced Mathematics **TERMS OFFERED:** Year-long

**PREREQUISITE:** 9th Grade Diagnostic Test/NWEA score **HS CREDITS:** 10

**DESCRIPTION:**

Entrepreneurial Math is an algebra-based, mathematical modeling course that will solve applications that occur in everyday financial life. The course will address college preparatory mathematics within the areas of time value of money, consumer credit, employment and income taxes, budgeting, automobile and home ownership, investing and retirement and modeling a business. This course will offer opportunities for students to interpret financial situations through algebraic, graphical, and geometric representations. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a context for understanding and applying the mathematics they need for their current and future financial literacy, and is therefore aligned with the recommendations of the Common Core State Standards.

**COURSE TITLE:** **Financial Algebra I** **GRADE LEVEL: 9**

**UC-CSU APPROVED:** **C/Mathematics** **TERMS OFFERED:** Year-long

**PREREQUISITE:** 9th Grade Diagnostic Test/NWEA score **HS CREDITS:** 10

**DESCRIPTION:**

Financial Algebra assists students in making sense of the financial world around them to effectively manage fiscal resources through meaningful mathematical modeling. In the Financial Algebra course, students will be studying functions and relations with strong attention given to graphing functions, statistics and data analysis throughout the course. Emphasis is on the use of mathematics to model and explore real world financial phenomena including interpreting and justifying reasoning to make data supported financial decisions. Students master simplifying, solving and graphing linear, quadratic, and exponential expressions, equations and functions. Students will show proficiency with linear and higher degree distributions, and work with radical expressions and use graphing calculators and apps to explore relations between functions and their graphs and perform statistical analyses.

<b>COURSE TITLE:</b>	<b>Financial Algebra 1 Honors</b>	<b>GRADE LEVEL: 9</b>
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**UC-CSU APPROVED:** C/Mathematics **TERMS OFFERED:** Year-long

**PREREQUISITE:** NWEA/CAASPP Test scores/Teacher Recommendation, Pre-Assessment **HS CREDITS:** 10

**DESCRIPTION:**

Financial Algebra I Honors is a rigorous and accelerated mathematics course that merges core Algebra I concepts with comprehensive personal finance applications. This honors-level course emphasizes deeper conceptual understanding, critical thinking, and real-world problem-solving with a focus on economic decision-making, personal financial planning, and data-driven modeling. Students will engage in advanced algebraic techniques while applying them to authentic financial contexts such as credit management, savings and investment strategies, income and taxation, cost analysis, budgeting, and financial goal planning. The curriculum includes linear, quadratic, and exponential functions; systems of equations and inequalities; statistics; and polynomials, all explored through a financial lens.

<b>COURSE TITLE:</b>	<b>Geometry</b>	<b>GRADE LEVEL: 10</b>
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**UC-CSU APPROVED:** C/Mathematics **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

This course provides a comprehensive look at the study of geometric concepts. This course is designed to provide a comprehensive look at the study of geometric concepts. Students are challenged to develop critical thinking and creative problem solving skills to meet the Common Core Standards in Geometry and learn geometric concepts emphasizing the study of the basic elements of geometry, proofs, parallel and perpendicular lines, congruence and relationships in triangles and quadrilaterals, proportions and similarity, right triangles and trigonometry, transformations and symmetry, measurements of circles, surface area and volume, and probability and measurement.

<b>COURSE TITLE:</b>	<b>Geometry Honors</b>	<b>GRADE LEVEL: 10</b>
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**UC-CSU APPROVED:** C/Mathematics UC Honors **TERMS OFFERED:** Year-long

**PREREQUISITE:** Financial Algebra 1 or Algebra 1 Honors. Students must meet the department criteria for honors in order to enroll in the honors course. NWEA/CAASPP Test scores/Teacher Recommendation, Pre-Assessment **HS CREDITS:** 10

**DESCRIPTION:**

Honors Geometry is a course in logic, proof, and measurement. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Some of the topics covered include definitions, postulates, and theorems regarding angles, segments and lines, arcs, congruent triangles, similar triangles, special quadrilaterals, parallel lines, circles, coordinate geometry, area and volume formulas, transformations, constructions, and right triangle trigonometry.



apply their knowledge of trigonometry as they explore the unit circle and model periodic phenomena with trigonometric functions. Students will solve the real world problems involving the Laws of sines and cosines.

<b>COURSE TITLE:</b>	<b>Business and Consumer Math</b>		<b>GRADE LEVEL:</b> 11, 12
<b>UC-CSU APPROVED:</b>	C/Mathematics/ Other Advanced Mathematics	<b>TERMS OFFERED:</b>	Year-long
<b>PREREQUISITE:</b>	None	<b>HS CREDITS:</b>	10

**DESCRIPTION:**

The purpose of this course is to lay a foundation in both logical thinking and problem solving while applying these skills to everyday financial decisions. Students will learn skills to help them understand the cost of operating a vehicle, income, budgeting, buying and renting a home, filing taxes, banking, investments, and calculating business profits and losses. Students will then be able to apply these skills in real life circumstances.

The focus of this course is to teach students math skills and financial literacy through real life circumstances. This course offers eight units which covers individual income calculations, overtime and sales commissions. Students learn to optimize allocation of resources necessary to achieve predefined objectives. This course covers the troubles of budgeting, housing and buying a car and offers strategies. Students will also integrate Algebraic skills by creating an exponential function to model the appreciation and depreciation of homes and cars. The second half of this course discusses types of traveling, Federal Taxes, banking and loans and ends with the best business practices of making investments.

# SCIENCE

Any combination below will meet the full requirement of “d” Science for UC-CSU college admission requirements:

- IS 1 + IS 2 + IS 3
- IS 2 + IS 3
- IS 1 + IS 2 + one year in another approved science discipline
- IS 1 + one year biology, chemistry, or physics + one year from another approved science discipline
- IS 1 + one year in biology, chemistry, or physics + IS 3
- Introductory Science + IS 2 + IS 3

<b>COURSE TITLE:</b>	<b>Integrated Science 1</b>	<b>GRADE LEVEL: 9</b>
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<b>UC-CSU APPROVED:</b>	<b>D/Science</b> <i>Interdisciplinary</i>	<b>TERMS OFFERED:</b>	Year-long
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<b>PREREQUISITE:</b>	None	<b>HS CREDITS:</b>	10
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**DESCRIPTION:**

NGSS The Living Earth is an a-g Integrated Science course that combines life, physical and earth science concepts. The students will gain a greater depth of understanding of fundamental Life Science concepts, such as environment, organisms, structure and function of organisms, ecosystems and evolution. They will study life concepts including cellular structure and organization, diversity of life on Earth and multicellular primary producers. As well as earth concepts including climate change, and the atmosphere. Additionally, they will explore physical concepts related to atmospheric chemistry and energy transfer, the effects of increasing CO2 and atmospheric circulations. All concepts include real-world connections. This course is designed to be taken consecutively with a-g NGSS Earth Science.

<b>COURSE TITLE:</b>	<b>Integrated Science 1 Honors</b>	<b>GRADE LEVEL: 9, 10</b>
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<b>UC-CSU APPROVED:</b>	<b>D/Science</b> <i>Interdisciplinary</i>	<b>TERMS OFFERED:</b>	Year-long
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<b>PREREQUISITE:</b>	Pre-Assessment, B or higher in previous science/math courses	<b>HS CREDITS:</b>	10
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**DESCRIPTION:**

The main purpose of Integrated Science 1 Honors is to develop an understanding of the physical sciences at a conceptual level for upper level 9th grade students. The overarching ideas of the course include: the cause and effect relationship in the motion of objects, collisions, and the movements of astronomical bodies. Also, students will track the flow of energy through a simplified model of systems at various scales to determine the dynamic properties occurring in the natural system. Students will then use the knowledge gained in the course to analyze data, form an opinion, and defend their opinion based on scientific evidence.

<b>COURSE TITLE:</b>	<b>Integrated Science 2</b>	<b>GRADE LEVEL: 10</b>
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**UC-CSU APPROVED:** **D/Science**  
*Interdisciplinary*      **TERMS OFFERED:** Year-long

**PREREQUISITE:** None      **HS CREDITS:** 10

**DESCRIPTION:**

Integrated Science 2 course that combines life, physical and earth science concepts. The students will gain a greater depth of understanding of fundamental concepts of Chemistry, such as kinetics, atomic theory, structure and function of the periodic table, reactions and their effects on the environment. They will study concepts including states of matter, and acid and base reactions. As well as earth concepts including climate change, and the atmosphere. Additionally they will explore physical concepts related to atmospheric chemistry and energy transfer, the effects of increasing CO2 and atmospheric circulations. All concepts include real world connections. Activities will include unit projects, performance tasks, driving questions, language development, evidence notebook, data analysis, problem solving, hands-on labs, and formative and summative assessments. The students will demonstrate their critical thinking abilities by answering analytical questions, engaging in unit projects and performance tasks, and participating in lab activities.

<b>COURSE TITLE:</b>	<b>Integrated Science II Honors</b>	<b>GRADE LEVEL: 11, 12</b>
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**UC-CSU APPROVED:** **D/Science UC Honors**  
*Interdisciplinary*      **TERMS OFFERED:** Year-long

**PREREQUISITE:** Teacher Recommendation, B or higher in  
Integrated Science 1      **HS CREDITS:** 10

**DESCRIPTION:**

In this NGSS aligned Chemistry in the Earth System, students will build off their experiences and prior knowledge by reading, discussing, and evaluating a wide variety of text interpreting real data sets used by the scientific community; and planning, carrying out, and communicating their findings from text-based and laboratory investigations. In each instructional segment, the Disciplinary Core Ideas and Crosscutting Concepts are contextualized by a “storyline” in which students are given a task to explore. Assessments are designed to measure competency in the Science and Engineering Practices, and Disciplinary Core Ideas. The laboratory work will provide students with scientific investigative techniques and engineering practices. Students will develop critical thinking and apply Chemistry principles to solve real world problems in preparation for their college and career experience.

**Bright Thinker Science courses are available for third-year science.**

SCIENCE	
AP Biology, Part 1	Anatomy & Physiology
AP Biology, Part 2	Aquatic Science
Honors Chemistry, Part 1	Astronomy
Honors Chemistry, Part 2	Biology
Earth Science, Part 1	Chemistry
Earth Science, Part 2	Medical Microbiology
Environmental Systems	Physics
Integrated Physics & Chemistry	

# LANGUAGE OTHER THAN ENGLISH

<b>COURSE TITLE:</b>	<b>Spanish I</b>	<b>GRADE LEVEL: 9</b>
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**UC-CSU APPROVED:** E/Language Other than English      **TERMS OFFERED:** Year-long

**PREREQUISITE:**      **HS CREDITS:** 10

**DESCRIPTION:**

Spanish I is designed to introduce the Spanish language and culture at the novice level. Students will learn the four basic tenets of language and communication—listening, speaking, reading, and writing, with a focus on interpersonal, interpretive, and presentational communication. In every unit, students will have routine opportunities to listen to native speakers, participate in dialogue, and produce written responses to listening activities. Students will acquire language structures anchored in authentic communication experiences, while demonstrating an understanding of communication choices in the context of culture.

<b>COURSE TITLE:</b>	<b>Spanish II</b>	<b>GRADE LEVEL: 9, 10</b>
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**UC-CSU APPROVED:** E/Language Other than English      **TERMS OFFERED:** Year-long

**PREREQUISITE:**      **HS CREDITS:** 10

**DESCRIPTION:**

Spanish II builds upon knowledge gained in Spanish I. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking. Spanish II builds upon knowledge gained in Spanish I. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking. This course is also designed to serve the needs of both college and career readiness.

<b>COURSE TITLE:</b>	<b>Heritage Spanish</b>	<b>GRADE LEVEL: 10-12</b>
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**UC-CSU APPROVED:** E/Language Other than English  
*(Pending review)*      **TERMS OFFERED:** Year-long

**PREREQUISITE:** Prior Spanish Language experience/teacher recommendation      **HS CREDITS:** 10

**DESCRIPTION:**

This course is designed for students with prior Spanish language experience and is taught primarily in Spanish as a language arts course. It focuses on developing reading comprehension, writing, speaking, listening, and language analysis at an intermediate level. Aligned with the California Common Core English Language Arts and English Language Development Standards, the course builds on students' existing knowledge. Students will engage in academic tasks using Spanish, exploring various text types such as narratives, literature, and informational texts. Each of the four units centers on an eValue theme, supported by eSkills developed by RJA. Through these themes, students will analyze short stories and novels like *Vida y muerte en la mara salvatrucha* and *Cajas de Cartón* by Francisco Jiménez.

*Digital Learning is available for Third-Year Spanish utilizing Bright Thinker.*



# ePathways

## ePathway Course Sequence

An ePathway sequence of courses build knowledge, skills, and hands-on experiences in an industry sector. Each course builds on the previous one, culminating in a Capstone course where students address real-world problems.



## What is a Career and Technical Student Organization (CTSO)?

Based on National Coordinating Council- CTSO (NCC-CTSO), <https://www.ctsos.org/>

- Enhance student learning
- Build upon employability and career skills
- Guide students in developing a career path
- Students hold leadership positions
- Network with other students, business and industry partners.



### CTSO and CTE Industry Alignment

	<p><b>-Architecture-Construction-Engineering (ACE) Mentor</b> aligns with:</p> <ul style="list-style-type: none"> <li>• Engineering and Architecture</li> <li>• Building and Construction Trades</li> </ul>		<p>The <b>Business Professionals of America (BPA)</b> aligns with:</p> <ul style="list-style-type: none"> <li>• Business &amp; Finance</li> <li>• Information &amp; Communication Technology</li> </ul>
	<p><b>DECA</b> aligns with:</p> <ul style="list-style-type: none"> <li>• Business &amp; Finance</li> <li>• Hospitality, Tourism, &amp; Recreation</li> <li>• Marketing, Sales, &amp; Service</li> </ul>		<p><b>Educators Rising</b> aligns with:</p> <ul style="list-style-type: none"> <li>• Education, Child Development, and Family Services</li> </ul>
	<p>The <b>Family, Career and Community Leaders of America (FCCLA)</b> aligns with:</p> <ul style="list-style-type: none"> <li>• Education, Child Development, and Family Services</li> <li>• Hospitality, Tourism, &amp; Recreation</li> </ul>		<p><b>Future Business Leaders of America - Phi Beta Lambda (FBLA-PBL)</b> aligns with 10 industries, but best aligns with:</p> <ul style="list-style-type: none"> <li>• Business &amp; Finance</li> <li>• Information &amp; Communication Technology</li> <li>• Marketing, Sales, &amp; Service</li> </ul>
	<p><b>HOSA - Future Health Professionals (HOSA)</b> aligns with:</p> <ul style="list-style-type: none"> <li>• Health Science &amp; Medical Technology</li> </ul>		<p>The <b>National FFA Organization (FFA)</b>, previously known as Future Farmers of America, aligns with:</p> <ul style="list-style-type: none"> <li>• Agriculture &amp; Natural Resources</li> <li>• Energy, Environment, &amp; Utilities</li> </ul>
	<p>The <b>Technology Student Association (TSA)</b> aligns with:</p> <ul style="list-style-type: none"> <li>• Arts, Media &amp; Entertainment</li> <li>• Engineering &amp; Architecture</li> <li>• Energy, Environment, &amp; Utilities</li> </ul>		<p><b>SkillsUSA</b> is applicable for students in any career cluster or pathway, focusing on three types of skills:</p> <ul style="list-style-type: none"> <li>• Workplace skills</li> <li>• Personal skills</li> <li>• Technical skills grounded in academics</li> </ul>

# REQUIRED ePathways

## ENTREPRENEURSHIP/ SELF-EMPLOYMENT ePathway

<b>COURSE TITLE:</b>	<b>Entrepreneurship 101 (Concentrator 8330)</b>	<b>GRADE LEVEL:</b> 9
<b>INDUSTRY SECTOR</b>	<b>Marketing and Sales</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Entrepreneurship/ Self-Employment (Pathway 241)	
<b>INDUSTRY CERTIFICATION:</b>	<i>Customer Services &amp; Sales (National Retail Federation)</i>	

**UC-CSU APPROVED:** G/ College-Preparatory Elective/ Interdisciplinary      **TERMS OFFERED:** Year-long

**ARTICULATION:** None      **DUAL ENROLLMENT:** None

**PREREQUISITE:**      **HS CREDITS:** 10

**DESCRIPTION:**

Entrepreneurship 101 is a comprehensive and dynamic course designed to immerse students in the foundational concepts and practices of entrepreneurship. This course will equip students with the entrepreneurial mindset, skills, and values necessary for initiating and managing successful business ventures. Through a balanced blend of theoretical instruction and hands-on practical applications, students will explore various facets of entrepreneurship, including idea generation, market research, business planning, and financial management. The course also places a significant emphasis on developing social-emotional learning (SEL) competencies, which are essential for both personal and professional growth. By the end of this course, students will be well-prepared to embark on entrepreneurial endeavors with confidence and a deep understanding of the intricacies involved in starting and sustaining a business.

<b>COURSE TITLE:</b>	<b>Online Design &amp; Marketing (Capstone 8331)</b>	<b>GRADE LEVEL:</b> 10
<b>INDUSTRY SECTOR</b>	<b>Marketing and Sales</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Entrepreneurship/ Self-Employment (Pathway 241)	
<b>INDUSTRY CERTIFICATION:</b>	<i>Customer Services &amp; Sales (National Retail Federation)</i>	

**UC-CSU APPROVED:** F/Visual & Performing Arts      **TERMS OFFERED:** Year-long


**ARTICULATION:** None      **DUAL ENROLLMENT:** None

**PREREQUISITE:** C or higher in Entrepreneurship 101      **HS CREDITS:** 10

**DESCRIPTION:**

Online Design and Marketing is designed to help students understand and apply the intricacies of online marketing so that they are prepared to craft an effective and robust marketing campaign from the original products or services that they create in subsequent courses. Students also learn the foundations of web design and development as they pertain to online marketing. Within the course, students will investigate, evaluate and create various marketing and communication strategies for the internet. Great emphasis is put on critical evaluation and website planning, development, design and creating content for effective online marketing campaigns.


## BUSINESS MANAGEMENT ePathway

<b>COURSE TITLE:</b>	<b>Entrepreneurship &amp; Business Communication (Concentrator 7410)</b>	<b>GRADE LEVEL:</b> 11
<b>INDUSTRY SECTOR</b>	<b>Management and Entrepreneurship</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Business Management (Pathway 182)	
<b>INDUSTRY CERTIFICATION:</b>	<i>None</i>	

<b>UC-CSU APPROVED:</b>	<b>G/ College-Preparatory Elective</b>	<b>TERMS OFFERED:</b>	<b>FALL only or Year-long depending on Teacher Recommendation</b>
<b>ARTICULATION:</b>	<b>None</b>	<b>DUAL ENROLLMENT:</b>	<b>None</b>
<b>PREREQUISITE:</b>	<b>None</b>	<b>HS CREDITS:</b>	<b>5-10</b>

**DESCRIPTION:**


Entrepreneurship & Business Communication offers students an authentic entrepreneurship experience in which the students have the opportunity to create and fully develop their own product or service. Entrepreneurs and business experts serve as coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing and finance. Students demonstrate their learning through writing, explanation, interpretation, and application of content of their team's real business idea. Principles and processes from the LEAN movement help students test their thinking. From concept to minimum viable product to pitch, students are hypothesizing, testing, adapting, and learning.

<b>COURSE TITLE:</b>	<b>Business Startup Incubator (Concentrator 7410)</b>	<b>GRADE LEVEL:</b> 11
<b>INDUSTRY SECTOR</b>	<b>Management and Entrepreneurship</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Business Management (Pathway 182)	
<b>INDUSTRY CERTIFICATION:</b>	<i>None</i>	

<b>UC-CSU APPROVED:</b>	<b>G/ College-Preparatory Elective</b>	<b>TERMS OFFERED:</b>	<b>SPRING only</b>
<b>ARTICULATION:</b>	<b>None</b>	<b>DUAL ENROLLMENT:</b>	<b>None</b>
<b>PREREQUISITE:</b>	<b>C or higher in Entrepreneurship &amp; Business Communication; Teacher Recommendation</b>	<b>HS CREDITS:</b>	<b>5</b>

**DESCRIPTION:**


**Business Startup Incubator** offers students an authentic entrepreneurship experience in which the students have the opportunity to create and fully develop their own product or service. Entrepreneurs and business experts serve as coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing and finance. Students demonstrate their learning through writing, explanation, interpretation, and application of content of their team's real business idea. Principles and processes from the LEAN movement help students test their thinking. From concept to minimum viable product to pitch, students are hypothesizing, testing, adapting, and learning. *NEXT COURSE: Business Startup Accelerator*

<b>COURSE TITLE:</b>	<b>Small Business Management (Capstone 7412)</b>	<b>GRADE LEVEL:</b> 12
<b>INDUSTRY SECTOR</b>	<b>Management and Entrepreneurship</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Business Management (Pathway 182)	
<b>INDUSTRY CERTIFICATION:</b>	<i>Business of Retail (National Retail Federation)</i>	

<b>UC-CSU APPROVED:</b>	<b>G/ College-Preparatory Elective</b>	<b>TERMS OFFERED:</b>	<b>Semester or Year-long</b>
<b>ARTICULATION:</b>	<b>None</b>	<b>DUAL ENROLLMENT:</b>	<b>None</b>
<b>PREREQUISITE:</b>	C or higher in Entrepreneurship & Business Communication (7410) <i>and</i> Career Pathway Internship (9500) or Business Startup Incubator (Concentrator 7410)	<b>HS CREDITS:</b>	<b>10</b>

**DESCRIPTION:** *Small Business Management (7412) OR Business Startup Accelerator (7412) (preReq Business Startup Incubator) may be taken if concentrators within this ePathway have been completed with a C or higher.*

This course explores Business Management and Ownership. It consists of planning, leading, and controlling an organization or effort to accomplish a goal. Students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management. Students engage with their peers, business professionals, and their community to actively practice Communication, Collaboration, Creativity, and Critical Thinking Skills. Students are required to develop business plans and marketing plans, practice accounting skills, customer service skills, sales skills, and professional communication.

<b>COURSE TITLE:</b>	<b>Business Startup Accelerator (Capstone 7412)</b>	<b>GRADE LEVEL:</b> 12
<b>INDUSTRY SECTOR</b>	<b>Management and Entrepreneurship</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Business Management (Pathway 182)	
<b>INDUSTRY CERTIFICATION:</b>	<i>Business of Retail (National Retail Federation)</i>	

<b>UC-CSU APPROVED:</b>	<b>G/ College-Preparatory Elective/ Interdisciplinary</b>	<b>TERMS OFFERED:</b>	<b>Year-long</b>
<b>ARTICULATION:</b>	<b>None</b>	<b>DUAL ENROLLMENT:</b>	<b>None</b>
<b>PREREQUISITE:</b>	C or higher in Business Startup Incubator (Concentrator 7410)	<b>HS CREDITS:</b>	<b>10</b>

**DESCRIPTION:**

*Small Business Management (7412) OR Business Startup Accelerator (7412) (preReq Business Startup Incubator) may be taken if concentrators within this ePathway have been completed with a C or higher.*

Business Startup Accelerator is a business/entrepreneurship course designed for students who have received funding and are ready to launch their businesses. The goal of this course is to guide students to a successful launch of their company and to gain traction in the marketplace. Content is built from real life entrepreneurial practices and real world business startup accelerator practices. Throughout the course students work to understand three major areas. These areas focus on customer acquisition, business process, and product production. When students are working through the focus area of customer acquisition they will learn about setting goals, the customer buying process, processing a customer, and customer service. The focus area of the business process will take students through learning about maintaining financials, business regulations, technology planning, operations, staffing, insurance and securing funding. The third area of focus, product production, will take students through the process of product development planning and understanding the legal system.

<b>COURSE TITLE:</b>	<b>Career Pathway Internship (9502)</b>	<b>GRADE LEVEL:</b> 11, 12
<b>INDUSTRY SECTOR</b>	<b>Work Experience Education (WEE)</b>	<b>CTSO:</b>  <b>None</b>
<b>PATHWAY</b>	CTE Work Experience Education (CTWEE)	
<b>INDUSTRY CERTIFICATION:</b>	<i>None</i>	

**UC-CSU APPROVED:** **G/ College-Preparatory Elective**      **TERMS OFFERED:** **Grade 11: Spring Only  
Grade 12: Year-long or Semester**

**ARTICULATION:** **None**      **DUAL ENROLLMENT:** **None**

**PREREQUISITE:** C or higher in Entrepreneurship & Business Communication and Teacher Recommendation      **HS CREDITS:** 5-15

**DESCRIPTION:**

Students will have a work-based learning experience with one of the four internal businesses that are connected to the school's career pathways. Students will gain valuable work experience in one of the following pathways: Design, Visual, and Media Arts; Marketing Sales and Services; Food Service and Hospitality; and Software and Systems Development. Students will explore general principles of business, finance, career preparation, economics, management, marketing, entrepreneurship, and key 21st Century Skills, with an overall emphasis on collaboration, communication, global interconnectedness, and technological applications. Assignments will draw on real-world, hands-on learning experiences, including internship work, outreach to industry professionals, job shadowing, and career research. Seat time will predominantly consist of internship and on-the-job hours, learning in a professional work environment, and connecting classroom instruction with real world applications. After completing this course, students will have a strong foundation in business practices and communication, they will have developed an e-portfolio to showcase their learning, and they will be prepared for more advanced courses for their CTE capstone course.

<b>COURSE TITLE:</b>	<b>Externship (9502)</b>	<b>GRADE LEVEL:</b> 12
<b>INDUSTRY SECTOR</b>	<b>Work Experience Education (WEE)</b>	<b>CTSO:</b>
<b>PATHWAY</b>	Career Technical Work Experience Education (CTWEE)	
<b>INDUSTRY CERTIFICATION:</b>	<i>None</i>	

**UC-CSU APPROVED:** **G/ College-Preparatory Elective/ Interdisciplinary**      **TERMS OFFERED:** **Spring semester**

**ARTICULATION:** **None**      **DUAL ENROLLMENT:** **None**

**PREREQUISITE:** Work Permit & Teacher Recommendation      **HS CREDITS:** 5

**DESCRIPTION:**

Externship is an elective class that combines paid employment with classroom instruction. Students attend their own jobs during the week and also attend a class session once a week at school. Students must have teacher-approved, legal employment while enrolled in this elective. Course grade and credit are earned by completion of the course requirements which include attending class, submitting paycheck stubs, completing class assignments, submitting required forms, and maintaining employment. Students will also identify a career interest, plan a career path and take the steps needed to move along that path, relating their future to their current employment.

# Elective Requirements

<p><b>eHigh Grad</b></p>	<ul style="list-style-type: none"> <li>● <b>STUDENT CHOICE ePathway. It is a two-year commitment for each ePathway:</b> <ul style="list-style-type: none"> <li>○ Culinary</li> <li>○ Education</li> <li>○ Video Production</li> <li>○ Product Innovation &amp; Design (Fontana only)</li> </ul> </li> <li>● Leadership (<i>Student body election and recommendation</i>)</li> <li>● Career Pathway Internship (Panther &amp; Toro Leadership)</li> <li>● Learning Lab or ELD (<i>Recommendation</i>)</li> <li>● Journalism (Fontana only)</li> <li>● Honors courses beyond core requirements (<i>Assessment, Previous Grades C or higher, &amp; recommendation</i>)</li> <li>● Dual Enrollment (<i>Counselor recommendation</i>)</li> <li>● College Bound Pathway (CBP)(<i>Counselor recommendation</i>)</li> <li>● <i>eSports and Game Simulation Development</i></li> <li>● <i>eSports Coaching in Education</i></li> <li>● <i>Intro to Logistics (Fontana only)</i></li> <li>● Bright Thinker electives or Year 3 science choice</li> </ul>
<p><b>CSU &amp; UC</b></p>	<p>G   College Preparatory Elective 1 year/2 semesters of elective course work chosen from any area on approved A-G course list</p>

# STUDENT CHOICE ePathways

## CULINARY ARTS ePathway

<b>COURSE TITLE:</b>	<b>Culinary Arts (Concentrator - 8020)</b>	<b>GRADE LEVEL:</b> 10, 11
<b>INDUSTRY SECTOR</b>	Hospitality, Tourism, and Recreation	<b>CTSO:</b> 
<b>PATHWAY</b>	Food Service and Hospitality (Pathway 201)	
<b>INDUSTRY CERTIFICATION:</b>	San Bernardino County Food Handlers (Required)	


**UC-CSU APPROVED:** F/Visual & Performing Arts  
Interdisciplinary Arts      **TERMS OFFERED:** Year-long

**ARTICULATION:** None      **DUAL ENROLLMENT:** None

**PREREQUISITE:**      **HS CREDITS:** 10

**DESCRIPTION:**

The first semester of the Culinary Arts course lays a comprehensive foundation in culinary and baking theory, emphasizing food safety and sanitation alongside essential practical training tailored for initial success in the food service sector. The curriculum rigorously covers both classical and modern cooking techniques, focusing on their correct uses and the visual finesse involved in designing, styling, displaying, photographing, and presenting or plating dishes. Students will engage in hands-on experiences and assessments to solidify their knowledge of food safety protocols. The second semester expands students' horizons with creative endeavors such as working with yeast doughs, exploring international cuisines, and planning events and buffets. Integrated throughout the course are relevant aspects of culture, geography, history, mathematics, writing, and the elements of visual arts, enriching the learning experience. Furthermore, the program equips students with specialized skills pertinent to the industry, facilitating a smooth transition to professional careers or further education. Active engagement in this course enables students to emerge as competent team members and innovative chefs, prepared for entry-level roles and inspired to explore culinary arts as a dynamic form of expression.

<b>COURSE TITLE:</b>	<b>Catering (Capstone 8021)</b>	<b>GRADE LEVEL:</b> 11, 12
<b>INDUSTRY SECTOR</b>	Hospitality, Tourism, and Recreation	<b>CTSO:</b> 
<b>PATHWAY</b>	Food Service and Hospitality (Pathway 201)	
<b>INDUSTRY CERTIFICATION:</b>	ServSafe Food Manager	

**UC-CSU APPROVED:** G/College-Preparatory Elective  
Interdisciplinary Arts      **TERMS OFFERED:** Year-long

**ARTICULATION:** None      **DUAL ENROLLMENT:** None

**PREREQUISITE:** C or higher in Culinary Arts  
(Concentrator 8020)      **HS CREDITS:** 10

**DESCRIPTION:**

The purpose of this advanced course is to provide the culinary student with the core culinary and technical skills used in the food restaurant and hospitality industry. This course covers the development of the foodservice industry in the new evolving career field it is today. Students will draw on their math and science foundation courses and apply these skills to culinary applications presented in this course, and used throughout the culinary profession.

## VIDEO PRODUCTION ePathway

<b>COURSE TITLE:</b>	<b>Digital Media &amp; Video Production (Concentrator 7220)</b>	<b>GRADE LEVEL:</b> 10, 11
<b>INDUSTRY SECTOR</b>	Arts, Entertainment, and Design	<b>CTSO:</b> 
<b>PATHWAY</b>	<i>Design, Visual, and Media Arts (Pathway 111)</i>	
<b>INDUSTRY CERTIFICATION:</b>	None	

**UC-CSU APPROVED:** **F/ Visual & Performing Arts**      **TERMS OFFERED:** **Year-long**

**ARTICULATION:** **None**      **DUAL ENROLLMENT:** **None**

**PREREQUISITE:** **None**      **HS CREDITS:** **10**

### DESCRIPTION:

This is a semester course (Fall only) that teaches students the fundamentals of the art of video and film production by equipping them with the skills they need to communicate effectively in the medium of video and film, and arming them with a historical and contemporary perspective--and fluency of vocabulary--of the fine-art cinematic landscape. Students will learn the various aspects of script writing, pre-production, production, and post-production in order to express their creativity clearly and concisely to an audience. In addition to examining the history of film and video production, students in this class explore its far-ranging influences on society through an examination of the qualities, both technical and aesthetical, of films, shorts, and pop culture videos. This course also looks at the history of the technology that is used today in the industry and well as recent advances. This is a hands-on course that will require a significant amount of time outside of class, as students produce several short films and submit written works of a creative and analytical nature, and through additional hands-on activities, will acquire the appreciation and understanding of this art. Many of these final film projects will be submitted to regional, state, and national film festivals.

<b>COURSE TITLE:</b>	<b>Advanced Digital Video Production (Capstone 7221)</b>	<b>GRADE LEVEL:</b> 11, 12
<b>INDUSTRY SECTOR</b>	Arts, Entertainment, and Design	<b>CTSO:</b> 
<b>PATHWAY</b>	<i>Design, Visual, and Media Arts (Pathway 111)</i>	
<b>INDUSTRY CERTIFICATION:</b>	Adobe Premiere Certification	

**UC-CSU APPROVED:** **F/ Visual & Performing Arts**      **TERMS OFFERED:** **Year-long**


**ARTICULATION:** **None**      **DUAL ENROLLMENT:** **None**

**PREREQUISITE:** **C or higher in Digital Media  
Production & Digital Video Production**      **HS CREDITS:** **10**

### DESCRIPTION:

The purpose of Advanced Digital Video Production is to create professional-level productions. Students learn an advanced level of pre-production, production, and post-production methodology and practices and take on multiple roles that are necessary to produce these projects. These roles are the following: director, copywriter, storyboard artist, cameraperson, sound recordist, lighting technician, on-camera talent, production assistant, computer editor, and graphic artist. The program offers an opportunity for student ownership of video content and presentation. Students in this class are required to complete a short film. They will accomplish this while working productively in small teams and functioning in the aforementioned roles common to those employed in screenwriting, broadcasting, and post-production careers.


## EDUCATION ePathway

<b>COURSE TITLE:</b>	<b>Intro to Teaching (Concentrator 7530)</b>	<b>GRADE LEVEL:</b> 10, 11
<b>INDUSTRY SECTOR</b>	<b>Education, Child Development, and Family Services</b>	<b>CTSO:</b>
<b>PATHWAY</b>	<i>Education</i>	
<b>INDUSTRY CERTIFICATION:</b>	<ul style="list-style-type: none"> <li>• Heartsaver® First Aid CPR AED (American Heart Association)</li> <li>• Early Learning Certification (optional)</li> </ul>	

<b>UC-CSU APPROVED:</b>	<b>G/College-Preparatory Elective</b>	<b>TERMS OFFERED:</b>	<b>Year-long</b>
<b>ARTICULATION:</b>	<b>None</b>	<b>DUAL ENROLLMENT:</b>	<b>None</b>
<b>PREREQUISITE:</b>	<b>None</b>	<b>HS CREDITS:</b>	<b>10</b>

### DESCRIPTION:

This year-long course is designed to introduce students to theories of teaching and learning, and to prepare students for entry into university programs and careers in Education or related fields. This course will explore the 12 eSkills of Entrepreneur High School. In addition this course will explore public speaking, problem solving, analytical reading, expository writing, and critical thinking skills embedded throughout the course. The course also offers students opportunities to explore and research career options in teaching and other school site educational careers. Integration of theory and practice is enhanced by required presentations at various K-12 school sites under the supervision of a cooperating K-12 teacher.

<b>COURSE TITLE:</b>	<b>Educational Methods &amp; Psychology (Capstone 7531)</b>	<b>GRADE LEVEL:</b> 11, 12
<b>INDUSTRY SECTOR</b>	<b>Education, Child Development, and Family Services</b>	<b>CTSO:</b>
<b>PATHWAY</b>	<i>Education</i>	
<b>INDUSTRY CERTIFICATION:</b>	teen Mental Health First Aid (tMHFA) (National Council of Mental Wellbeing)	

<b>UC-CSU APPROVED:</b>	<b>Pending Submission for UC Review</b>	<b>TERMS OFFERED:</b>	<b>Year-long</b>
<b>ARTICULATION:</b>	<b>None</b>	<b>DUAL ENROLLMENT:</b>	<b>None</b>
<b>PREREQUISITE:</b>	<b>C- or higher in Intro to Teaching</b>	<b>HS CREDITS:</b>	<b>10</b>

### DESCRIPTION:

This course provides a comprehensive overview of the psychological principles and methods that inform effective teaching and learning practices. Students will explore key topics in educational psychology, including foundational learning theories, the impact of learner characteristics, and strategies for fostering motivation in diverse classroom settings. The course delves into various methods of measuring and evaluating learning, developing effective teaching strategies, and creating optimal learning environments that cater to different learning styles. Through a blend of introspection, observation, and interviews, students will gain hands-on experience with common methods used in educational psychology. By the end of the course, students will be equipped with the skills and knowledge needed to apply psychological principles to enhance teaching practices and promote effective learning outcomes.

**Product Innovation and Design ePathway**

<b>COURSE TITLE:</b>	<b>Product Innovation &amp; Design I (Concentrator 8240)</b>	<b>GRADE LEVEL:</b> 10, 11
<b>INDUSTRY SECTOR:</b>	Manufacturing and Product Development	<b>CTSO:</b> 
<b>PATHWAY:</b>	Product Innovation & Design (Pathway 216)	
<b>INDUSTRY CERTIFICATION:</b>	<ul style="list-style-type: none"> <li>• Adobe Illustrator/Photoshop (optional)</li> <li>• OSHA 10 Safety</li> </ul>	

<b>UC-CSU APPROVED:</b>	<b>F/ Visual &amp; Performing Arts</b>	<b>TERMS OFFERED:</b>	<b>Year-long</b>
<b>ARTICULATION:</b>	None	<b>DUAL ENROLLMENT:</b>	None
<b>PREREQUISITE:</b>	None	<b>HS CREDITS:</b>	10

**DESCRIPTION:**

This course provides students with the opportunity to focus on one or more areas of industrial product design and technology, creatively pursuing new innovation, knowledge, or solving a technical need by designing and building prototypes as the creative implementation of working models. Students will develop and refine artistic techniques and methods in order to interpret, analyze, and conceptualize creative prototypes, from the lens of artistic vision. This course is taught through an entrepreneurial lens. Students will use the Design Thinking and Lean Start-up models to design products for customers. Students will learn how to work with clients and outside companies to design products based on their specifications.

<b>COURSE TITLE:</b>	<b>Product Innovation &amp; Design II (Capstone 8241 )</b>	<b>GRADE LEVEL:</b> 11, 12
<b>INDUSTRY SECTOR:</b>	Manufacturing and Product Development	<b>CTSO:</b> 
<b>PATHWAY:</b>	Product Innovation & Design (Pathway 216)	
<b>INDUSTRY CERTIFICATION:</b>	<ul style="list-style-type: none"> <li>• Solidworks</li> </ul>	

<b>UC-CSU APPROVED:</b>	<b>F/ Visual &amp; Performing Arts</b>	<b>TERMS OFFERED:</b>	<b>Year-long</b>
<b>ARTICULATION:</b>	None	<b>DUAL ENROLLMENT:</b>	None
<b>PREREQUISITE:</b>	C- or higher in Product Innovation & Design I	<b>HS CREDITS:</b>	10

**DESCRIPTION:**

This competency-based course introduces students to the product design and manufacturing industry. The course is designed to provide students with introductory technical instruction and practical experience. They will develop innovative solutions to product design challenges and production of functional prototypes of the design solution through classroom instruction and applied practice of field skills. Using design principles and processes, students will develop and refine artistic techniques and methods in order to interpret, analyze, and conceptualize artwork. Students will acquire and use written, verbal, or nonverbal communication skills in a variety of forms and contexts to convey meaning through the production, performance, presentation, and/or exhibition of works of art through active practice, rehearsal, and/or creation.

## ADDITIONAL COURSES

<b>COURSE TITLE:</b>	<b>Personal Finance</b> (Concentrator 7410)	<b>GRADE LEVEL:</b> 9- 12
<b>INDUSTRY SECTOR</b>	<b>Management and Entrepreneurship</b>	<b>CTSO:</b>
<b>PATHWAY</b>	Business Management	
<b>INDUSTRY CERTIFICATION:</b>	Personal Finance Certification (Everfi)	

**UC-CSU APPROVED:** G/College-Preparatory Elective      **TERMS OFFERED:** Semester

**PREREQUISITE:** None      **HS CREDITS:** 5

**DESCRIPTION:**

Personal Finance is a course on how to survive and thrive in the 21st century! This course will dive into the real world of money, including jobs and paychecks in high school, career planning, budgeting, managing a checking account, choosing and paying for college, researching alternatives to college, renting your first apartment, buying and caring for your vehicle, managing credit, avoiding common financial mistakes, saving for the future, investing for retirement, purchasing insurance for your most valuable assets, and more. This course utilizes engaging simulations and projects so you can practice the skills you'll need to manage your personal finances throughout your life.

<b>COURSE TITLE:</b>	<b>Journalism</b>	<b>GRADE LEVEL:</b> 10-12
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**UC-CSU APPROVED:** G/College-Preparatory Elective  
Pending UC review      **TERMS OFFERED:** Year-long

**PREREQUISITE:** None      **HS CREDITS:** 10

**DESCRIPTION:**

Journalism is an intense introduction to media studies with an emphasis on newspaper writing and magazine writing formats. This is a Year-long course, but it can also be taught as a more intense program. Writing for websites and writing for television broadcasts are also discussed. The primary writing styles taught in this course include profile writing, review writing including book reviews, movie reviews, restaurant reviews, product reviews, news writing; in-depth feature writing; opinion writing (including column writing, editorial writing, and opinion pieces), sports writing including (sports news, sports columns and sports features). The students' final examination involves the use of these computer skills to demonstrate their writing and layout proficiency. In addition, students will write a short research paper on a famous journalist. Students learn interviewing skills, information analysis skills, writing skills, listening and speaking skills as part of the course. They learn to write with an understanding of audience and purpose.

<b>COURSE TITLE:</b>	<b>Yearbook</b>	<b>GRADE LEVEL: 11, 12</b>
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**UC-CSU APPROVED:** F/ Visual & Performing Arts **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

Yearbook is a year-long course designed to enhance students' creative and critical thinking while understanding the role of visual art and design in publication mediums. Students will use online publishing software to develop skills in writing, written and visual communication, art design and page layout, photography, and typography. Throughout the course, students will use creativity in design elements by creating layouts, coordinating colors, fonts, shapes, and photos, to artistically create pages for the school yearbook. The artistic element is prevalent in all units and aspects of the course, including photography, through the basics of and the more advanced elements of photography as art and in representing the culture and meaning of the school and its activities and events. Students will collaborate on all elements of the design process.

<b>COURSE TITLE:</b>	<b>Leadership</b>	<b>GRADE LEVEL: 10-12</b>
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**UC-CSU APPROVED:** F/ Visual & Performing Arts **TERMS OFFERED:** Year-long

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently, critically, reflectively, persuasively, and speak about the real world issues that arise from the planning of events. The course uses sections of The Student Leadership Guide by Brendon Burchard. The class will focus on standards designed by the *California Association of Directors of Activities* and *Common Core State Standards*, including communication & public speaking, creativity, service learning and reflection while positively impacting the entire student body.

<b>COURSE TITLE:</b>	<b>Learning Lab</b>	<b>GRADE LEVEL: 9-12</b>
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**UC-CSU APPROVED:** G/College-Preparatory Elective Interdisciplinary Arts **TERMS OFFERED:** Year-long

**PREREQUISITE:** Recommendation **HS CREDITS:** 10

**DESCRIPTION:**

The Learning Lab is an elective support class designed for high school students who benefit from additional academic, social-emotional, and functional support alongside their general education courses. Students will receive targeted interventions to reinforce concepts from their general education or inclusion classrooms, develop social and emotional skills, and enhance college and career readiness.


<b>COURSE TITLE:</b>	<b>English Language Development</b>	<b>GRADE LEVEL: 9-12</b>
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**UC-CSU APPROVED:** **G/College-Preparatory Elective** (Pending UC-CSU review) **TERMS OFFERED:** Year-long

**PREREQUISITE:** Recommendation **HS CREDITS:** 10

**DESCRIPTION:**

This foundation-level course is designed for Newcomer English Learners at the earliest stages of English Language Development. The course focuses on building basic English skills in reading, writing, grammar, speaking, and listening while providing full access to grade-level academic content aligned with the California State Standards for English/Language Arts and CA ELD Standards. Through both Designated and Integrated English Language Development, students will learn to comprehend and produce academic texts, develop vocabulary, and build a strong foundation for future academic success. By progressing from words to phrases, sentences, and paragraphs, students will gain the skills needed to transition to core classes and continue their language development.

<b>COURSE TITLE:</b>	<b>Introduction to Logistics</b> (Concentrator 8511)	<b>GRADE LEVEL: 10, 11</b>
<b>INDUSTRY SECTOR</b>	<b>Transportation</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Operations (Pathway 223)	
<b>INDUSTRY CERTIFICATION:</b>	None	

**UC-CSU APPROVED:** **G/College-Preparatory Elective** **TERMS OFFERED:** Year-long

**ARTICULATION:** None **DUAL ENROLLMENT:** None

**PREREQUISITE:** None **HS CREDITS:** 10

**DESCRIPTION:**

This course will introduce students to the fundamental concepts of logistics with an emphasis on outbound goods movement. Students will examine the techniques of organizing, analyzing, and controlling logistics systems. Topics will include supply chains, packaging, customer service, transportation, warehouse and distribution center site selection, and procurement functions. Students will examine the impact of logistics on business by analyzing the flow of products through the various channels of distribution. Students will be introduced to the technology, innovation, and science that stimulates logistics and fuels business.

<b>COURSE TITLE:</b>	<b>eSports Coaching in Education</b> (Introductory 7500)	<b>GRADE LEVEL: 10-12</b>
<b>INDUSTRY SECTOR</b>	<b>Education, Child Development, and Family Services</b>	<b>CTSO:</b>
<b>PATHWAY</b>	Education	
<b>INDUSTRY CERTIFICATION:</b>	None	

<b>UC-CSU APPROVED:</b>	<b>Pending submission review</b>	<b>TERMS OFFERED:</b>	<b>Semester or Year-long</b>
<b>ARTICULATION:</b>	None	<b>DUAL ENROLLMENT:</b>	None
<b>PREREQUISITE:</b>	None	<b>HS CREDITS:</b>	5-10

**DESCRIPTION:** eSports Coaching is designed to introduce students to the theories and practices of leadership and organizational behaviors with an emphasis on coaching through a lens of eSports. The course employs theoretical concepts and models, which will include case studies based on experiences of leaders in a wide range of professions related to eSports. Students will learn how to develop leadership skills and potential in oneself and in others. Theory and practice will be explored together throughout the course. Leadership theories will be covered in general and students will apply application, self-reflection, and review to their learning experience through journal writing, critical thinking opportunities, meaningful discussions, peer collaboration, and team-building exercises. Students will learn key elements for a successful job interview and learn the objectives of key audiences for various professions within this career pathway.

<b>COURSE TITLE:</b>	<b>Bright Thinker Video Game Design</b> (Concentrator 8141)	<b>GRADE LEVEL: 11, 12</b>
<b>INDUSTRY SECTOR</b>	<b>Information and Communication Technologies</b>	<b>CTSO:</b> 
<b>PATHWAY</b>	Games and Simulations	
<b>INDUSTRY CERTIFICATION:</b>	None	

<b>UC-CSU APPROVED:</b>	<b>G/College-Preparatory Elective</b>	<b>TERMS OFFERED:</b>	<b>Semester or Year-long</b>
<b>ARTICULATION:</b>	None	<b>DUAL ENROLLMENT:</b>	None
<b>PREREQUISITE:</b>	None	<b>HS CREDITS:</b>	5-10

**DESCRIPTION:**  
The eSports course is intended for CIF-level, scholarship-seeking esports players. It is designed to immerse interested students in the world of competitive gaming and prepare them for a possible future in Esports, including at the college-level and beyond. This course will feature a combination of game skill development, collaboration/teamwork, competition, self-reflection, and applying for college scholarships for interested students. Soft skills, such as preventive health care, healthy habits, time management, healthy eating, mental health, communication skills, goal-setting, and decision making will all be explored. In addition, students will spend class time playing games competitively and preparing for district, State CIF, national, and international Esports tournaments.

<b>COURSE TITLE:</b>	<b>Rising Entrepreneurs</b>	<b>GRADE LEVEL:</b> 9-12
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**UC-CSU APPROVED:** None **TERMS OFFERED:** Year-long

**PREREQUISITE:** Integrated in bell schedule 40 minutes per day **HS CREDITS:** 10

**DESCRIPTION:**

Rising Entrepreneurs is a signature course at Entrepreneurial High Schools, part of REAL Journey Academies, designed to build an entrepreneurial mindset and essential life skills. Embedded in the daily schedule, this 40-minute period promotes innovation, leadership, and resilience through engaging lessons and hands-on activities. The course integrates career exploration, college readiness, and social-emotional learning to prepare students for success in school, work, and life. Using the School-Connect curriculum and other resources, students build self-awareness, communication skills, and emotional intelligence. Practical strategies like goal setting, active listening, and stress management are taught to support academic and personal growth. Group projects foster collaboration, empathy, and inclusion, creating a supportive learning environment. Overall, the course helps students take charge of their futures with confidence and purpose.

<b>COURSE TITLE:</b>	<b>Ethnic Studies in Entrepreneurial Leadership (9179)</b> <i>(Alternate Title: Global Perspectives on Ethnic Studies &amp; Entrepreneurship - 9228)</i>	<b>GRADE LEVEL:</b> 9-12
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**UC-CSU APPROVED:** Pending submission review **TERMS OFFERED:** Semester

**PREREQUISITE:** None **HS CREDITS:** 5

**DESCRIPTION:**

This semester-long interdisciplinary course is designed to help students develop an intersectional and global understanding of the impact of race, ethnicity, and culture in shaping individuals and communities in the United States. Students will be exposed to a multitude of histories, perspectives, and cultures with the goal of building critical analytical and intercultural communication skills. Students will learn about the core ethnic studies disciplines. The course will foster humanism and collaboration across lines of difference and develop a rigorous historical understanding of the development of racial and ethnic identities in the United States. Students will explore systems of oppression and privilege, analyze power dynamics, and engage in civic action, community service, or community education to bring positive change that helps build a future society free of racism and other forms of bigotry and promote inclusion and acceptance.

When does Ethnic Studies become a California graduation requirement?	Ethnic Studies becomes a CA graduation requirement, commencing with students in the class of 2029-30 (students entering grade 9 in fall 2026). This means that all students earning a CA High School diploma must fulfill the Ethnic Studies graduation requirement, per the California Education Code, Section 51225.3 ( <a href="#">California Department of Education</a> ).
After the 2026-2027 school year, how will students who do not take Ethnic Studies fulfill the graduation requirement?	As with all high school graduation requirements, alternative means for students to fulfill the requirements will be available. This may include online, college-level, or concurrent off-campus courses from accredited institutions, summer school, or additional eHigh course offerings.
Is Ethnic Studies a requirement to apply to or be admitted to public colleges in California?	Currently, the California Community Colleges, California State University (CSU) and the University of California (UC) have not made Ethnic Studies a requirement for admission. We will continue to monitor college decisions related to this subject area

## Visual and Performing Arts (VAPA)

The following courses will validate Visual and Performing Arts requirements for UC-CSUs:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Advanced Digital Media Production</li><li>• Advanced Digital Video Production</li><li>• Art History</li><li>• Audio/Video Production (BrightThinker)</li><li>• BT Music Appreciation</li><li>• Culinary Arts</li><li>• Digital Graphic Design I</li><li>• Digital Graphic Design II</li><li>• Digital Media Production</li><li>• Digital Video Production</li></ul> | <ul style="list-style-type: none"><li>• Introduction to Media Production</li><li>• Online Design and Marketing</li><li>• Product Innovation and Design I</li><li>• Product Innovation and Design II</li><li>• Video Game Design 1</li><li>• Web Design</li><li>• Web Development 1A: Introduction</li><li>• Yearbook</li></ul> |
|---|--|

## College, Career, and Employment Exploration Tools for Students

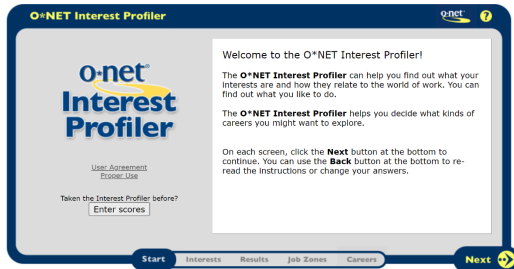


CALIFORNIA  
COLLEGES.edu  
DISCOVER. PLAN. LAUNCH.

<https://www.californiacolleges.edu/#/>

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<https://www.mynextmove.org/>



CALIFORNIA  
STUDENT AID  
COMMISSION

**RACE TO  
SUBMIT**  
MISSION TO FAFSA AND  
CA DREAM ACT SUBMISSION

<https://webutil.csac.ca.gov/Dashboard/>



Employment Projections: [https://bit.ly/RJA\\_EP](https://bit.ly/RJA_EP)

# CREDIT RECOVERY AND/OR INDEPENDENT STUDY

## AVAILABLE COURSES

Online Publisher Courses: *Bright Thinker*

Course Descriptions may be accessed here:

<https://brighthinker.com/curriculum/course-catalog/>

**UC a-g Courses:**  
All Bright Thinker high school courses that eHigh Schools use are UC a-g approved.

## Independent Study Required ePathways

**Industry Sector: Marketing, Sales, and Services**  
**ePathway: ENTREPRENEURSHIP/SELF-EMPLOYMENT**  
 Grade 9: BT Entrepreneurship  
 Grade 10: BT Business, Marketing, & Finance

**Industry Sector: Business and Finance**  
**ePathway: BUSINESS MANAGEMENT**  
 Grade 11: BT Virtual Business (one semester) | BT Advertising (one semester)  
 Grade 12: BT Business Management

## BRIGHT THINKER Courses

HISTORY/ SOCIAL SCIENCE	
AP Human Geography, Part 1 AP Human Geography, Part 2 AP United States Government & Politics United States Government United States History	AP United States History, Part 1 AP United States History, Part 2 AP World History, Modern, Part 1 AP World History, Modern, Part 2 World Geography World History
ENGLISH LANGUAGE ARTS	
Advanced Literature Comprehension Creative Writing English Usage (Semester only - English Learners S8) Journalism Reading Around the World Reading Comprehension	Recreational Reading Science Fiction Literature Speed Reading Technical Writing (Semester only - English Learners S8) Writing Poetry English I English II English III English IV

<b>MATHEMATICS</b>		
AP Calculus AB, Part 1 AP Calculus AB, Part 2 AP Calculus BC, Part 1 AP Calculus BC, Part 2 Algebra I Algebra II	Pre-Algebra, Part 1 Pre-Algebra, Part 2 Secondary Mathematics 1, Part 1 Secondary Mathematics 1, Part 2 Geometry	Secondary Mathematics 2, Part 1 Secondary Mathematics 2, Part 2 Secondary Mathematics 3, Part 1 Secondary Mathematics 3, Part 2 Trigonometry Precalculus

<b>SCIENCE</b>	
AP Biology, Part 1 AP Biology, Part 2 Honors Chemistry, Part 1 Honors Chemistry, Part 2 Earth Science, Part 1 Earth Science, Part 2 Environmental Systems Integrated Physics & Chemistry	Anatomy & Physiology Aquatic Science Astronomy Biology Chemistry Medical Microbiology Physics

<b>LANGUAGE OTHER THAN ENGLISH (LOTE)</b>	
AP Spanish: Language & Culture, Part 1 AP Spanish: Language & Culture, Part 2 First-Year French, Part 1 First-Year French, Part 2 Second-Year French, Part 1 Second-Year French, Part 2 First-Year German, Part 1 First-Year German, Part 2 Second-Year German, Part 1 Second-Year German, Part 2 First-Year Japanese, Part 1 First-Year Japanese, Part 2 Second-Year Japanese, Part 1 Second-Year Japanese, Part 2 First-Year Korean, Part 1 First-Year Korean, Part 2	Second-Year Korean, Part 1 Second-Year Korean, Part 2 First-Year Latin, Part 1 First-Year Latin, Part 2 Second-Year Latin, Part 1 Second-Year Latin, Part 2 First-Year Russian, Part 1 First-Year Russian, Part 2 Second-Year Russian, Part 1 Second-Year Russian, Part 2 First-Year Spanish, Part 1 First-Year Spanish, Part 2 Second-Year Spanish, Part 1 Second-Year Spanish, Part 2 Third-Year Spanish, Part 1 Third-Year Spanish, Part 2

<b>ELECTIVES</b>		
Art History Beginning Piano Calligraphy Career Preparation I Character Education, Exploring Values, Part 1 Character Education, Exploring Values, Part 2 Character Education, Exploring Values, Part 3 College and Career Transitions Drawing	Essential Life Skills Introduction to Music Leadership Life Preparation Logic I Logic II Music Appreciation Online Prep: Tools for Success Project Self-Discovery	Personal Freedom Speech Study Skills

## HEALTH/PHYSICAL EDUCATION

Health I

Lifetime Fitness & Wellness Pursuits

## CAREER TECHNICAL EDUCATION

Accounting I  
 Accounting II  
 Advertising  
 Audio/Visual Production I  
 Business Management  
 Child Development  
 Commercial Photography I  
 Commercial Photography II  
 Counseling & Mental Health  
 Digital Audio Technology I  
 Digital Design & Media Production  
 Entrepreneurship  
 Graphic Design & Illustration I  
 Graphic Design & Illustration II  
 Human Growth & Development  
 Human Resources Management  
 Instructional Practices  
 Medical Technology  
 Money Matters  
 Personal Finance  
 Principles of Business, Marketing, & Finance  
 Principles of Education & Training  
 Principles of Government & Public Administration  
 Principles of Health Science  
 Principles of Human Services

Principles of Law, Public Safety, Corrections, & Security  
 Psychology  
 Sports & Entertainment Marketing  
 Video Game Design  
 Virtual Business  
 Web Communications  
 World Health Research  
 AP Psychology, Part 1  
 AP Psychology Part 2  
 Automotive Basics  
 Business and Consumer Math, Part 1  
 Business and Consumer Math, Part 2  
 Business Communications  
 Clothing Fashion Fundamentals  
 Computer Science, Part 1  
 Computer Science, Part 2  
 Computer Technology  
 Digital Photography  
 Food & Nutrition, Part 1  
 Food & Nutrition, Part 2  
 Interior Design  
 Keyboarding  
 Sociology

# Early College Credit Glossary

## Early College Credit

Early college credit is available to students at both our Entrepreneur High School Fontana and Entrepreneur High School San Bernardino locations!

High school students can get a jump start on postsecondary success by earning college credit through courses at their home high schools through multiple methods: articulation agreements, concurrent enrollment, and dual credit options.

## Articulated Courses

**Articulated courses** have been deemed equivalent to college courses but students have to enroll at the college later and request that credit be applied. **Articulated courses** are based on faculty-to-faculty agreements between high school CTE instructors and college faculty members. These are formal agreements that align courses for equivalency purposes. Students who complete articulated courses with A or B final grades may submit proof of completion for transcribed college credit when they later matriculate at the college campus with the agreement in place.

## Concurrent Enrollment

A student is enrolled in both a high school and a college at the same time. **Concurrent enrollment** involves students individually registering for college classes outside their school day and requires permissions from parents and school guidance and/or administrative staff. Different colleges call concurrent enrollment different names such as concurrent enrollment, High School Partnership (HSP), High School Partnership Flex (HSP Flex), or MOU classes.

## Dual Credit: CCAP

The course actively earns both high school graduation credit as well as college credit at the same time. **Dual credit courses** are based on California Assembly Bill 288. Entrepreneur High School locations have CCAP Agreements with community college districts within the community college district boundaries that enable these course offerings.

Assembly Bill 288, the College and Career Access Pathways Act

- Encourages partnerships between high school districts and colleges
- Offers college-level courses at home high school or on college campus
- High school students may take college course work for credit at no cost
- College courses on high school campuses are closed to outside students

Research indicates that high school students in dual credit courses are:

- More likely to graduate, enroll in college, and persist in college.
- Less likely to need remediation at college.
- Able to earn more college credits than those who did not earn dual credit

## College Course Unit Conversion

Community College courses completed by the student are worth 3.3 times the credit toward high school graduation requirements. Credit values are rounded up and are converted as follows:

1 unit college course = 3 high school credits  
2 unit college course = 7 high school credits  
3 unit college course = 10 high school credits  
4 unit college course = 13 high school credits  
5 unit college course = 17 high school credits

# HIGH SCHOOL DUAL ENROLLMENT PROGRAM

## Early College Credit Program

**Entrepreneur High San Bernardino**  
**Available Courses Below**  
*In partnership with San Bernardino Valley College*  
*(SBVC)*



**Fall 2025 begins on September 2025**  
**Enrollment period for Spring 2025 is due by November 2025**

**Spring 2025 begins January 2025**  
**Fall and Summer Summer 2025 enrollment is due by March 2025**  
**Summer 2025 begins end of May/June 2025**

<b>Who is eligible?</b>	<b>CCAP- College Career Access Pathways</b> Entrepreneur High San Bernardino
<b>Class Modality &amp; Location?</b>	<b>Most courses are 16-week (Fall/Spring) online, asynchronous or in person. Follows SBVC academic calendar</b>
<b>Fees Required?</b>	<b>No Fees. Fees are covered.</b>
<b>Tuition Cost?</b>	<b>Tuition-FREE</b>
<b>Registration Process?</b>	<b>Admissions and Records registers the students as the sections fill. Some registrations may appear before others.</b>
<b>Textbooks Provided?</b>	<b>Yes, textbook rentals, licenses, and materials provided by college or covered by Entrepreneur High School San Bernardino</b>
<b>Only these classes are available?</b>	<b>You may enroll in other courses with permission through concurrent enrollment. Find course options in the SBVC course catalog, but please note not all classes may not be available for concurrent enrollment.</b>  <a href="https://www.valleycollege.edu/admissions-records/admissions/hs_concurrent_enroll.php">https://www.valleycollege.edu/admissions-records/admissions/hs_concurrent_enroll.php</a>
<b>Need support from SBVC?</b>	<b>Email <a href="mailto:sbvcdualenrollment@valleycollege.edu">sbvcdualenrollment@valleycollege.edu</a> with any questions about dual enrollment</b>

## [Steps to Apply to San Bernardino Valley College](#)

### **1. Apply to SBVC**

- To begin your application, visit [opencccapply.net](https://opencccapply.net) and create a new account.
- Once you are signed in, select "San Bernardino Valley College" from the menu.
- Complete all 7 steps of the application, and submit!

### **2. Submit a High School Concurrent Application**

Must submit at least 2 weeks before classes start

- [Petition for Concurrent Enrollment \(click on link\)](#)
- [Confidential Youth Emergency Release Form \(click on link\)](#)
- Student must submit official high school transcripts, with the two forms above.

Email all above documents to [svcadmissions@valleycollege.edu](mailto:svcadmissions@valleycollege.edu) (all documents must be included in the email)

### **3. Application for Review and Processing**

- Concurrent enrollment application are processed in the order received (usually within 2-5 business days). Due to volume and staffing there may be delays
- Make sure all "approvers" (your parent, principal/designee) approve your form in a timely manner
- Late applications do not receive priority review.

### **4. Complete Orientation**

New students are required to complete the SBVC Orientation. You can complete the Orientation online in [SelfService](#).

### **5. Self Guided Placement and Questionnaire**

Guided Self-Placement identifies present levels of skill in English, Math, Reading & English as a Second Language (ESL) Learners. You will not be denied admission based on results! [Link here](#)

### **6. Education Plan**

Meet with a counselor to develop your Educational Plan. A counselor is a valuable resource to help reach your goals! Schedule a same-day appointment by visiting [General Counseling](#) or call [909-384-4404](tel:909-384-4404) (First-come, first-served basis).

### **7. Enroll in classes and Pay Fees (if needed)**

Confirm your Priority Registration date in your [SelfService account](#) (link here). Use Step-by-Step Instructions to add classes in SelfService.

You will not pay any enrollment fees. However, you are responsible for other fees (i.e. health and Accident, student center, student representation fee, course materials, books, etc). Entrepreneur High School San Bernardino will cover all fees.

**eHigh San Bernardino in partnership with San Bernardino Valley College**

**Entrepreneur - Class of 2027 (cohort 1)**

9th	FALL 23	SDEV- 102	College Credits	Pathways for College and Life Success	MWF	2:35-3:25
	SPRING 24	HIST- 101	3 Credits	United States History: 1865 to Present	TTH	2:35-4:05
10th	FALL 24	CD- 126	3 Credits	Child, Family, and the Community	MWF	2:35-3:25
	FALL 24	ASTRON-120	4 Credits	Introduction to Astronomy and online Lab	TTH	2:35-4:05
	SPRING 25	COMMST-100	3 Credits	Elements of Public Speaking	MWF	2:35-3:25
	SPRING 25	ART- 103	3 Credits	Art Appreciation	TTH	2:35-4:05
11th	FALL 25	ENGL C-1000	4 Credits	Academic Reading & Writing	MWF	1:40-2:50
	FALL 25	ENGL-687	1-2 Credits <i>depending on hours and duration of course</i>	Fundamentals for College Composition	Online	Asynchronous
	SPRING 26	POLIT- 100	3 Credits	American Politics	MWF	2:35-3:25
	SPRING 26	MUS-105	3 Credits	American Popular Music	TTH	2:35-4:05
12th	FALL 26	ENGL- 102	4 Credits	Intermediate Composition and Critical Thinking (4 units)	MWF	1:40-3:15
	FALL 26	ECON- 100	3 Credits	Introduction to Economics	TTH	2:35-4:05
	SPRING 27	SOC-141	3 Credits	Race and Ethnicity	MWF	2:35-3:25
	SPRING 27	Math-108	4 Credits	Intro to Statistics (4 units)	MWF	1:40-3:15
?	SPRING 27	Math-608	0 Credits	Support for Introductory Statistics (noncredit) 54 contact hrs	TTH	2:35-4:05

**Entrepreneur - Class of 2028 (cohort 2)**

9th	FALL 24					
	SPRING 25	SDEV- 102		Pathways for College and Life Success	MWF	2:35-3:25
10th	FALL 25	ART- 103		Art Appreciation (3 units)	MWF	2:35-3:25
	FALL 25	HIST- 101		United States History: 1865 to Present (3 Units)	TTH	2:35-4:05

9th	FALL 24				
	SPRING 25	SDEV- 102	Pathways for College and Life Success	MWF	2:35-3:25
	SPRING 26	POLIT-100	American Politics	MWF	2:35-3:25
	SPRING 26	ASTRON- 120	Introduction to Astronomy	TTH	2:35-4:05
11th	FALL 26	ECON- 100	Introduction to Economics	MWF	2:35-3:25
	FALL 26	COMMST- 100	Elements of Public Speaking	TTH	2:35-4:05
	SPRING 27	ENGL C-1000	Freshman Composition	MWF	1:40-3:15
	SPRING 27	ENGL-687	Fundamentals for College Composition	MW	2:35-4:05
12th	FALL 27	ENGL- 102	Intermediate Composition and Critical Thinking	MWF	1:40-3:15
	FALL 27	SOC-141	Race and Ethnicity	TTH	2:35-4:05
	SPRING 28	Math-108	Intro to Statistics	MWF	1:40-3:15
	SPRING 28	Math-608	Statistics Support Class	TTH	2:35-4:05

### Entrepreneur - Class of 2029 (cohort 3)

9th	FALL 25				
	SPRING 26	SDEV- 102	Pathways for College and Life Success	MWF	2:35-3:25
10th	FALL 26	ART- 103	Art Appreciation	MWF	2:35-3:25
	FALL 26	HIST- 101	United States History: 1865 to Present	TTh	2:35-4:05
	SPRING 27	POLIT-100	American Politics	MWF	2:35-3:25
	SPRING 27	ASTRON- 120	Introduction to Astronomy	TTH	2:35-4:05
11th	FALL 27	ECON- 100	Introduction to Economics	MWF	2:35-3:25
	FALL 27	COMMST- 100	Elements of Public Speaking	TTH	2:35-4:05
	SPRING 28	ENGL C-1000	Freshman Composition	MWF	1:40-3:15
	SPRING 28	ENGL-687	Fundamentals for College Composition	MW	2:35-4:05
12th	FALL 28	ENGL- 102	Intermediate Composition and Critical Thinking	MWF	1:40-3:15
	FALL 28	SOC-141	Race and Ethnicity	TTH	2:35-4:05
	SPRING 29	Math-108	Intro to Statistics	MWF	1:40-3:15
	SPRING 29	Math-608	Statistics Support Class	TTH	2:35-4:05

### CTE Course sequences

#### FTVM

10th	FALL 25	FTVM- 131	Cinematography	MWF	2:35-4:35
10th	SPRING 26	FTVM- 132	Commercial Video and Production	MWF	2:35-4:35
11th	FALL 26	FTVM- 234	Short Film Production	MWF	2:35-4:35

**CULART - \*Still in planning**

11th	Fall 25	CULART- 240	Procurement, Purchasing and Selection	TBD	TBD
12th	Spring 26	HOSP-130	Hospitality Food and Beverage Management	TBD	TBD

**Supplementary Courses**

11th	Spring 26		Spanish 102 (equivalent to Spanish III at eHigh)		
12th	Spring 26		Pre Calculus		

**Entrepreneur High Fontana & Chaffey College**

**Available Courses**



*In partnership with Chaffey College*

Fall 2025 begins on September 2025 Enrollment period Spring & Summer 2025

**High School Partnership FLEX (HSPFLEX\*) Dual Enrollment**

CONTINUOUS NONDISCRIMINATION NOTICE

REAL Journey Academies does not discriminate on the basis of race, color, national origin, sex, or disability or affiliation with the Boy Scouts of America and other designated youth groups or any other basis protected by law or regulation in its educational program(s) or employment. The following employees have been designated to handle questions and complaints of alleged discrimination.

Title IX Coordinator, Danny Garces, [d.garces@realjourney.org](mailto:d.garces@realjourney.org)  
 Title II /ADA Coordinator - Jacqueline Jefferson, [j.woodsjefferson@realjourney.org](mailto:j.woodsjefferson@realjourney.org)  
 Section 504 Coordinator, Patricia Mbugua, [p.mbugua@realjourney.org](mailto:p.mbugua@realjourney.org)

## HIGH SCHOOL DUAL ENROLLMENT APPLICATION PROCESS

There are **TWO** parts to the application: (You only need to complete this ONE time!)  
Please read before starting the free Chaffey College application:

### 1. Create a CA Community College user account

Once you receive confirmation that an account has been created. Please proceed with the second part of the application.

### 2. Apply to Chaffey College

Re-enter the information on the Chaffey College application. See "Important Reminders" for special considerations.

If **BOTH** parts have been completed correctly, you will receive your 7-digit student ID number via a welcome email from Chaffey College's Admissions and Records Department within 15 minutes.\*

CLICK HERE TO  
**BEGIN**  
**APPLICATION**

#### IMPORTANT REMINDERS:

- Be sure to enter your name and date of birth correctly. (Only enter two last names or hyphenated names if you use both names on ALL documents).
- Enter a phone number where you can be contacted
- Select high school from dropdown, **DO NOT** choose "Other" and type name
- SSN numbers are not needed on the application
- If you are a **graduating 8th grader** (incoming 9th grader), please list the high school you **WILL BE** attending in fall. Do not leave high school blank.
- Use a personal email address. (Not a school or parent's email address)
- Under "Educational Status" select **"Attending high school and college at the same time"**
- Applicants will receive **two** emails: a general welcome email and a Dual Enrollment Program email.

For questions and support, please contact Admissions and Records:  
<https://kiosk.na4.qless.com/kiosk/app/home/82>

Note: All 7-digit Chaffey College student ID numbers begin with the number "0" and contain no letters or spaces.

Chaffey College application URL:  
<https://www.openccapply.net/gateway/apply?cccMisCode=921>

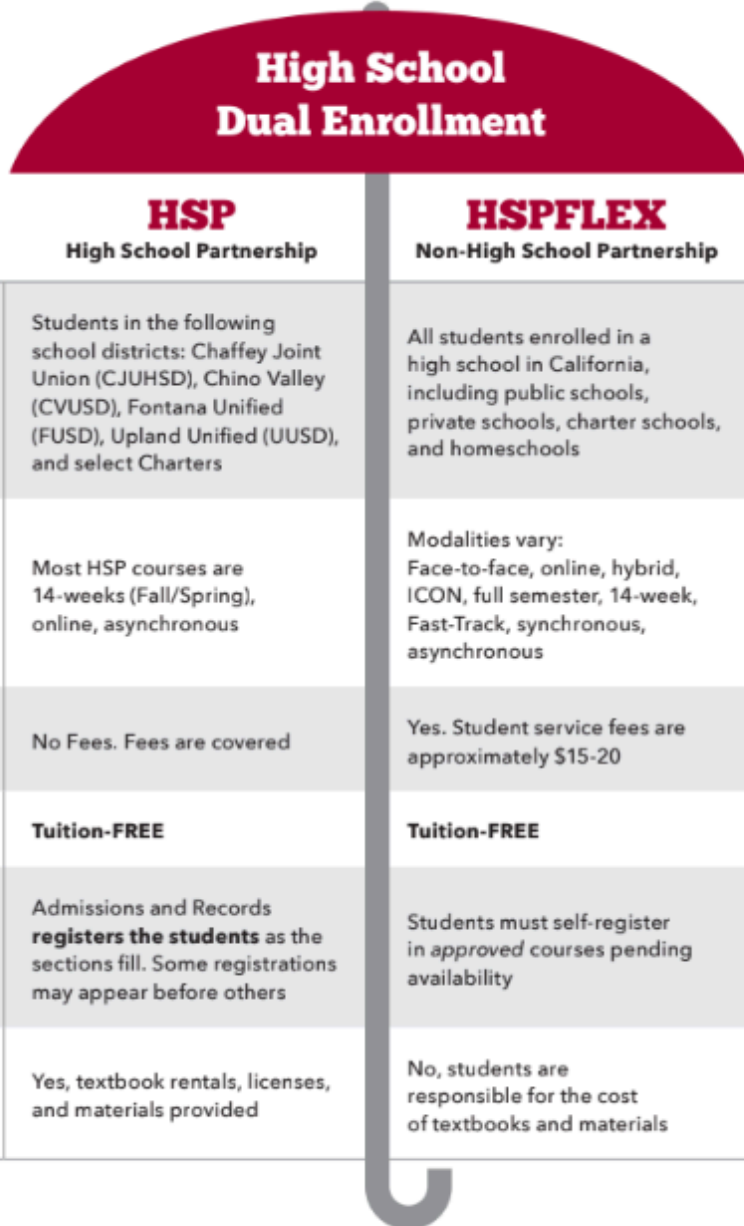
\* TIP: Students who do not receive their student ID number within 15 minutes may have a verification hold. Please contact Admissions and Records.

Most updated Dual Enrollment information can be found at [https://linktr.ee/Dual\\_Enrollment](https://linktr.ee/Dual_Enrollment)

# High School Dual Enrollment

## What's the difference between HSP and HSPFLEX?

Scan QR Code to see  
HSP School List



	<b>HSP</b> High School Partnership	<b>HSPFLEX</b> Non-High School Partnership
<b>Who is eligible?</b>	Students in the following school districts: Chaffey Joint Union (CJUHSD), Chino Valley (CVUSD), Fontana Unified (FUSD), Upland Unified (UUSD), and select Charters	All students enrolled in a high school in California, including public schools, private schools, charter schools, and homeschools
<b>Class Modality &amp; Location?</b>	Most HSP courses are 14-weeks (Fall/Spring), online, asynchronous	Modalities vary: Face-to-face, online, hybrid, ICON, full semester, 14-week, Fast-Track, synchronous, asynchronous
<b>Fees Required?</b>	No Fees. Fees are covered	Yes. Student service fees are approximately \$15-20
<b>Tuition Cost?</b>	<b>Tuition-FREE</b>	<b>Tuition-FREE</b>
<b>Registration Process?</b>	Admissions and Records <b>registers the students</b> as the sections fill. Some registrations may appear before others	Students must self-register in <i>approved</i> courses pending availability
<b>Textbooks Provided?</b>	Yes, textbook rentals, licenses, and materials provided	No, students are responsible for the cost of textbooks and materials

# **Chaffey College Dual Enrollment Pathways**

## **Pathway Guides**

<https://www.chaffey.edu/dual-enrollment/pathway-guides.php>

[\*\*Community Health Worker\*\*](#)

[\*\*Cybersecurity Analyst\*\*](#)

[\*\*Elementary Teacher\*\*](#)

[\*\*Programming Foundations\*\*](#)

[\*\*Real Estate Salesperson\*\*](#)

[\*\*Social Media Support Specialist\*\*](#)

[\*\*Web Page Developer\*\*](#)

# Certificates and Degrees Maps

<https://chaffey.programmapper.com/academics/interest-clusters/5f3d9eb9-c542-4123-8de9-8ffbcd1812c8>

**Certificates and Degrees Map**

Low Unit or Noncredit Certificates < 16.0 units	High Unit Certificates ≥ 16.0 units	Degrees
<a href="#">Community Health Worker* Certificate</a>	<a href="#">Cybersecurity Analyst* Certificate</a>	<a href="#">Elementary Teacher Education* Associate of Arts for Transfer</a>
<a href="#">Programming Foundations* Certificate</a>		<a href="#">Law, Public Policy, and Society* Associate of Arts for Transfer</a>
<a href="#">Real Estate Salesperson* Certificate</a>		<a href="#">Public Health Science* Associate of Arts for Transfer</a>
<a href="#">Social Media Support Specialist* Certificate</a>		<a href="#">Cybersecurity Professional* Associate in Science</a>
<a href="#">Web Page Developer* Certificate</a>		

Full transfer maps available

## Onboarding Pathways

Start Your Pathway Here

Guidance 3: Career Exploration & Life Planning (3 units)

This is the recommended first course. UC and CSU transferable.

## Dual Enrollment Degree Pathways

<https://www.chaffey.edu/dual-enrollment/onboarding-pathways.php>

Dual Enrollment Degree Pathways are intended to onboard students to courses that are directly applicable to associate degrees and/or to meet major and degree requirements at 4-year universities. Students should make an appointment with a **Dual Enrollment Counselor** to explore major and career fields, discuss course options, and create an educational plan that aligns with current and future goals.

[Dual Enrollment Degree/Certificate Pathway Options printable sheet](#)

## Dual Enrollment Degree/Certificate Pathway Options

- **Arts, Communication and Design**
- **Business, Technology and Hospitality**
- **Health, Wellness and Athletics**
- **Manufacturing, Industrial Design, and Transportation**
- **Public Service, Culture, and Society**
- **Science, Technology, Engineering, and Mathematics**

# HSP – High School Partnership Program

<b>Who is eligible?</b>	<b>HSP – High School Partnership Entrepreneur High Fontana</b>
<b>Class Modality &amp; Location?</b>	<b>Most HSP courses are 14-week (Fall/Spring) online, asynchronous. Follows Chaffey College academic calendar, not eHigh Fontana’s.</b>
<b>Fees Required?</b>	<b>No Fees. Fees are covered.</b>
<b>Tuition Cost?</b>	<b>Tuition-FREE</b>
<b>Registration Process?</b>	<b>Admissions and Records registers the students as the sections fill. Some registrations may appear before others.</b>
<b>Textbooks Provided?</b>	<b>Yes, textbook rentals, licenses, and materials provided.</b>

## Earn College Credit Now!

### Chaffey College

High School Partnerships (HSP)  
DUAL ENROLLMENT PROGRAM  
**FALL 2025 CLASSES**



ACCTG 1A Financial Accounting ACCTGFS 30 Personal Finance ARABIC 1 Elementary Standard Arabic ART 14 Intro to Drawing ARTH 5 West Art: Renaissance-Contemp ASL 1 Elementary American Sign Language ASTRON 26 Stars and Galaxies ASTRON 27 Life in the Universe ASTRON 35 Planets and the Solar System BIOL 1 General Biology BIOL 12 Intro to Human Genetics BUS 10 Intro to Business BUSMG1 13 Supply Chain Management BUSMG1 45 Small Business Ownership/Mgmt BUSMKT 13 Professional Selling BUSMKT 55 Advertising BUSTEC 40A Beginning Computer Keyboarding CDE 1 Principles & Practices in Early Childhood Ed CDE 4 Child, Family, and Community CDE 6 Children & Diversity CHEM 10 Intro to Chemistry CHIN 1 Elementary Mandarin Chinese CINEMA 26 Survey of American Cinema CIS 1 Intro to Computer Information Systems CIS 4 ** Fundamentals of Microsoft Windows CIS 420 ** Computer Security Basics CIS 50* Intro to Computer Networks (CIS-1 or COMPSCI-1) CISCYBR 1* Intro to Systems & Network Cybersecurity (CIS-50 or CISCO-1) CISCYBR 2* Digital Forensics Fundamentals (CIS-1 or COMPSCI-1 and CIS-4) CISPROG 1 Intro to Computer Programming CJ 1 Intro to Criminal Justice Systems CJ 51 Intro to Corrections COMSTD 2 Fund of Effective Speaking COMSTD 4 Interpersonal Communication	CUL 15 Sanitation, Safety, and Equipment Management DRAFT 20 Computer Aided Drafting and Design ECON 1 Intro to Economics EGTECH 10 Intro to Engineering Design/ Graphics ENGL 1A Composition ENGL 1B* Advanced Comp and Critical Thinking (Prereq: ENGL-1A) ENGL 68 Mythology ENGL 77 Latino Literature ESC 1 Earth Science ESC 1L* Earth Science (Lab) <i>ESC 1L Must be taken either prior to or at the same time as this course</i> ESC 5 Oceanography ESC 5L* Oceanography (lab) <i>ESC 5L Must be taken either prior to or at the same time as this course</i> ESL 608 Pronouncing American English ESL 622 ESL Level II ETHN 1 Intro to Ethnic Studies ETHN 3 Intro to Latinx Studies ETHN 6 Race, Ethnicity, and Politics FASHD 20 History of Fashion FASHD 28 Computer-Aided Design for Fashion FASHD 45 Design Fundamentals for Fashion FASHM 10 Intro to the Fashion Industry FIRETEC 1 Emergency Services FIRETEC 5 Fire Prevention FRENCH 1 Elementary French I GEOG 4 Physical Geography GEOG 5* Physical Geography (lab) <i>(GEOG 4 Must be taken either prior to or at the same time as this course)</i> GEOL 1 Physical Geology GERO 18 Aging and the Life Cycle GERO 22 Dying and Death GUID 2 Essentials of Student Success GUID 3 Career Exploration and Life Planning	HIST 12 Asian-American History HIST 17 US History through 1877 HIST 18 US History from 1865 HIST 2 World History: 1500-Present HIST 50 African American History I HIST 6 Modern Western Civilizations HS 20 Nursing School Success HS 30 Beginning Medical Terminology ID 10 Intro to Interior Design ID 11 History of Architecture and Interiors I ID 15 Architectural Drafting for Interior Designers KINLEC 15 Diet and Fitness KINLEC 18 Intro to Kinesiology MATH 45 Quantitative Reasoning MATH 61* Pre-Calculus (MATH-25 and MATH-31, or eligibility for MATH-61) MUSIC 16 Intro to Recording Arts MUSIC 21 History of Jazz MUSIC 22 History of Rock MUSIC 23 Hip-Hop MUSIC 4 Music Appreciation NURADN 428 Basic Pharmacology PH 10 Personal Health and Wellness PH 20 Intro to Public Health PH 30 Health and Social Justice PHIL 70 Introduction to Philosophy PHOTO 1 History of Photography PHOTO 7 Beginning Digital Photography PHYS 5 The Ideas of Physics PHYS 6* The Ideas of Physics (lab) <i>(PHYS 5 Must be taken either prior to or at the same time as this course)</i> PS 1 American Politics PSYCH 1 Intro to Psychology PSYCH 25 Developmental Psychology: Lifespan Dev. RE 410 ** Real Estate Principles SOC 10 Intro to Sociology SPAN 1 Elementary Spanish STAT 10 Elementary Statistics THEATRE 1 Intro to Theatre
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**\*PREREQUISITE BEFORE TAKING CLASS**  
**\*\*FAST-TRACK II**

HSP Fall 2025 classes begin September 2nd  
 HSP enrollment period April 16th - August 22nd  
[www.chaffey.edu/dual-enrollment](http://www.chaffey.edu/dual-enrollment)

FREE tuition • Book Rental Included • 9th-12th grade students are eligible

Interested? Connect with Dual Enrollment here: <https://bit.ly/chaffeydualenrollment>

This course guide is updated periodically, but may not contain the latest information. The most current information about Chaffey College courses for Entrepreneur High School Fontana students can be found at <https://www.chaffey.edu/dual-enrollment/de-hs-partnership.php>.

## Important Dates

Semester/ Term	Enrollment Period	Registration Confirmation in Student Portal*	First day of HSP courses**
Summer 2025	April 16 - May 23	5-7 business days <i>after</i> successful completion of the HSP process	June 2
Fall 2025	April 16 - August 22		September 2

\* Registration requirements: [Chaffey College Application](#) with correct term on file, successful completion of HSP course request process, Parent Permission/Minor Emergency Form hold clearance, course eligibility (including prerequisite clearance, if applicable), no fee balances. Please note: registration is contingent on space availability.

\*\* IMPORTANT: Students must check into their course(s) in canvas and complete the first assignment(s) *or they may be dropped*

### Program Information

High School Partnership (HSP) courses are cost-FREE!\* The college pays for tuition, college service fees, AND textbook rental for students registered in HSP sections.

\*Fees will be waived prior to the start of the term. If fees still appear after the start of the term, please contact the [Cashier's Office](#).

### Enrollment Process


1. Electronically submit the HSP enrollment form to your high school for approval.
2. Admissions and Records will register you in ALL the HSP courses you have been approved to take. (You do not need to self-register for HSP sections).
3. On the first day of the course, log into Canvas in your student portal and complete the first assignment to confirm your registration or you may be dropped from the course. IMPORTANT: Prior to the first day of class be sure you are able to access your student portal AND Panther email. See "[Getting Started](#)".

Have questions? Need onboarding support? **Ask Dual Enrollment!**

### 1. Apply to Chaffey College

- To begin your application, visit [opencccapply.net](https://opencccapply.net) and create a new account.
- Once you are signed in, select "Chaffey College" from the menu.
- Complete all 7 steps of the application, and submit!

### 2. "MyChaffey" Portal Login Tutorial

- Go to  [Log Into The MyChaffey Portal And Access Self-Service.pdf](#) and follow the instructions to get to self-service (Registration)

### 3. Complete Minor Emergency Form (Required)

- Go to [https://chaffey.ondemandlogin.com/\\_layouts/PG/login.aspx?ReturnUrl=%2fssso%2fgo.ashx](https://chaffey.ondemandlogin.com/_layouts/PG/login.aspx?ReturnUrl=%2fssso%2fgo.ashx) and complete the minor emergency form
  - Parent/Guardian will need to fill out the form as well. Be sure that parent has active email to fill out the form. If parent does not have access to internet or email at home, they may stop in to eHigh Fontana to use one of our devices to complete this step.

### 4. NEW HSP Enrollment Form

- Complete HSP dual enrollment form, which will include you knowing which classes you would like to enroll in
  - <https://colss-prod.ec.chaffey.edu/Student/Chaffey/Page/Hsp.Student.Form?hideProxyDialog=false>

IMPORTANT: DO not select other and type in the school name. If your school does not appear, contact Chaffey College dual enrollment team **ASK DUAL ENROLLMENT! (Link)** or General Phone Line: (909) 652-6156.

- Direct emails for Dual Enrollment Team can be found at <https://www.chaffey.edu/dual-enrollment/de-contact.php>

### 5. Complete Online Dual Enrollment Orientation

- <https://colss-prod.ec.chaffey.edu/Student/Chaffey/Forms/Orientation>

### PLEASE READ

- Need a 7-digit Chaffey College student ID number? [APPLY HERE](#)
- Courses that no longer appear as an option on the enrollment form have filled and are closed
- Students who no longer plan to take the HSP course(s) must drop or withdraw from the course in their student portal by the deadline stipulated in the [Academic Calendar](#). Questions? Contact [Admissions & Records](#)

ALL REGISTERED STUDENTS ARE HIGHLY ENCOURAGED TO ATTEND THE DUAL ENROLLMENT [WELCOME WEBINAR](#)

**NOTICE:** STUDENTS NEED TO USE THEIR MYCHAFFEY LOG-IN CREDENTIALS TO ACCESS ALL FORMS.

Having difficulty logging in? Contact the IT help desk: (909) 652-6789 or [ISRepairs@chaffey.edu](mailto:ISRepairs@chaffey.edu)  
(Please include full name, Chaffey ID number, and contact info.)

## Chaffey College HSPFLEX Program

<b>Who is eligible?</b>	<b>HSP – High School Partnership</b> Entrepreneur High Fontana and all CA high school students 9th-12th grade
<b>Class Modality &amp; Location?</b>	<b>Most HSP courses are 14-week (Fall/Spring) online, asynchronous</b>
<b>Fees Required?</b>	<b>Fees and textbooks are covered by Entrepreneur High School Fontana.</b>
<b>Tuition Cost?</b>	<b>Tuition-FREE</b>
<b>Registration Process?</b>	<b>Admissions and Records registers the students as the sections fill. Some registrations may appear before others.</b>
<b>Textbooks Provided?</b>	<b>Yes, textbook rentals, licenses, and materials provided. Fees for textbooks will be covered by Entrepreneur High School Fontana.</b>

## Important Dates

**Summer 2025:** April 16 - June 13

**Fall 2025:** April 16 - October 10

IMPORTANT: Students must [self-register](#) in HSPFLEX courses, and are responsible for the cost of textbooks & college service fees. Entrepreneur High School Fontana will cover the cost of textbooks and college service fees. If there are questions, please contact your school counselor.

## Chaffey College Course Catalog for HSP Flex

You may select from any of the following courses, provided course prerequisites are completed: <https://www.chaffey.edu/catalogandschedule/index.php>

# HIGH SCHOOL PARTNERSHIP FLEX (HSPFLEX\*) DUAL ENROLLMENT

## Important Dates

Term	HSPFlex Course Request Period	Course Registration Begins
Summer 2025	April 16 - June 13	View student portal for date
Fall 2025	April 16 - October 10	

\*PLEASE NOTE: On the first day, students must check into their course(s) in canvas AND complete the first assignment(s) *or they may be dropped*.

## HSPFLEX\* Program Information

HSPFLEX\* courses are tuition-FREE! However, students must pay the college service fee, and purchase the textbook(s) for the course—covered by Entrepreneur High School Fontana. Program participation and course options must be approved by a counselor or administrator at the high school of attendance each semester/term. Once the approved HSPFLEX\* enrollment form is processed by the college's Admissions and Records Dept., students can **self-register** for the course options selected, pending seat availability. Students must meet all eligibility and prerequisite requirements for the course.

## HSPFLEX Enrollment Process

1. Electronically submit the HSPFLEX\* enrollment form below to your high school for approval.
2. Allow up to 3 business day for the Admissions & Records (A&R) Dep. to process the approved enrollment form. Students will receive an email from A&R letting them know the approved courses have been cleared for registration.
3. Students can begin self-registering for cleared courses on or after their assigned registration date and time. Registration appointment days/times can be found on the homepage of the student portal. For **questions about your registration date, please contact the Admissions and Records Dept.**
4. Prior to the first day be sure you are able to access your student portal AND Panther email. See "Getting Started" in the **Dual Enrollment Canvas Shell**

Have questions? Connect with information and program support [HERE!](#)

### **HSPFLEX\* Enrollment Form**

PLEASE READ:

- Students need a Chaffey College student ID number to submit an enrollment form. Need to apply? [APPLY HERE](#)
- Once the HSPFLEX\* process is *complete*, students must [self-register](#) in approved courses, pending eligibility and space availability
- Reminder: Students who self-enroll in HSPFLEX\* sections are responsible for the college service fee (\$15-20) and the cost of textbooks, licenses, and materials (this will be covered by Entrepreneur High School Fontana).
- After registering, students who no longer plan to take the HSPFLEX\* course(s) must drop or withdraw from the course in their student portal by the deadline stipulated in the [Academic Calendar](#). For questions and support please contact [Admissions and Records](#).

HSPFLEX\* Course Options: See [Current Status of Classes](#)

### **[Summer/Fall 2025 HSPFlex - Start Here!](#)**

SEE STUDENT PORTAL FOR REGISTRATION DATE.

Questions? Contact [Admissions & Records \(a&R\)](#)

Need to change or update your course requests?

***Submit another HSPFLEX Enrollment Form***

NOTICE: Registered for a class you do not plan to take? You must drop it in "Student Planning".

Need Help with this? Contact [A&R](#)

Having difficulty logging onto the form? Call IT (909) 652-6789 or

[ISRepairs@chaffey.edu](mailto:ISRepairs@chaffey.edu)

\*Formerly Non-HSP

# REAL Journey Academies

EXEMPTIONS FROM ATTENDANCE

## High School Late Start and/or Early Release Policy and Agreement Form

### PURPOSE:

Real Journey Academies (“RJA”) values the growth and independence of our seniors. The Late Start and/or Early Release Program allows eligible seniors to arrive late and/or leave campus before the end of the regular school day to support post-secondary preparation and recognize a senior student’s higher level of responsibility.

RJA high school students are to complete a minimum of 230 credits, in accordance with RJA’s high school graduation requirements. The high school graduation requirements prepare students for 4-year college or alternative higher education options, and to keep students in school during school days.

RJA requires a comprehensive curriculum to be available to all students during the four years of high school. RJA also requires, with a few exceptions, high school students to benefit fully from the educational opportunities that are offered and should attend school for the entire day. RJA, therefore, adopts the following policy relating to the early release and/or late start of high school students:

High school students are required to be enrolled in no less than the total number of courses offered within the school’s annual and approved bell schedule of courses. This requirement discourages early release and/or late start of students for work or other purposes. If a senior student meets one or more of the criteria below that justify an early release and/or late start from school each day and a schedule with fewer courses than the minimum required by the bell schedule, the senior student may apply for a temporary exemption from participating in the minimum number of courses if the senior student meets the criteria below and receives approval from their parent/guardian, RJA administration, and an RJA counselor.

### ELIGIBILITY CRITERIA

To qualify for late start and/or early release from the campus, senior students must meet the following requirements:

#### 1. Academic Performance

- Must be on track for graduation with all required coursework completed or nearing completion.
  - i. English 12
  - ii. Government & Economics/Personal Finance
  - iii. Career Pathway Internship/Externship
  - iv. Required ePathway course for seniors
- Maintain a minimum GPA of 2.0.
- No failing grades in required courses.

#### 2. Attendance

- Maintain a 90% or higher attendance rate.
- No unresolved truancy issues or excessive unexcused absences.

#### 3. Behavior

- Maintain a clean disciplinary record, with no significant violations in the current school year.

- Adhere to all Real Journey Academies' Board Policies, Compliance policies, school rules and regulations, and Parent/Student Handbook, available on the website.
  - Student must not commit a suspendable offense per the Suspension and Expulsion Policy.
4. **Parent/Guardian and Administrative Approval**
- Obtain written consent from a parent or guardian.
  - Secure written approval from a counselor and school administration.
  - "Statement of Intent to Employ a Minor and Request For a Work Permit–Certificate of Age" must be on file at the school site, if a student is requesting this privilege for employment purposes.
5. **Purpose for Early Release and/or Late Start**
- Employment, internship, externship, college courses, or post-secondary (trade school/technical college, 2 year college, 4 year college/university or pre-apprenticeship/registered apprenticeship).
6. **Additional Information**
- Seniors are required to attend school for no less than 180 minutes daily per Ca. Educ. Code § 46146, 46146.5 and 46147.
  - Senior schedule will be developed with late start and/or Early Release option.
  - ***If a student does not have a verified job or college courses, then the senior will stay with eHigh and enroll in courses as electives within our RJA eModel.***
  - If the student does not maintain employment, internship, externship, college courses, or post secondary (trade school/technical college, 2 year college, 4 year college or registered apprenticeship ***the student will be required to return to a full day schedule.***

#### **SENIOR EXPECTATIONS**

- Seniors will follow the schedule pre-determined and outlined in this agreement, which may include Late Start, Early Release, or both, depending on their individual plans.
- Seniors must leave the campus immediately after their last scheduled class.
- Seniors may not loiter on campus or return during school hours without prior approval.
- Seniors must continue to meet all academic, attendance, and behavioral standards to retain this privilege.

# EARLY RELEASE/ LATE START AGREEMENT FORM

## STUDENT INFORMATION

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## EARLY RELEASE/ LATE START REASON:

- Employment or student must work for family economic reasons.
- Pre-apprenticeship/Registered Apprenticeship or internship opportunity
- Externship
- Student enrolled in a concurrent/dual enrolled college course(s)
  - Must be pre-approved by high school administration and counselor.
  - Selected college course(s) must be in alignment with the student's career and post-secondary education goals.
- Other: \_\_\_\_\_

## STUDENT SCHEDULE

Early Release (Schedule as follows) — Period (s) \_\_\_\_\_

Late Start (Schedule as follows) — Period (s) \_\_\_\_\_

Combination of Early Release and Late Start (Schedule as follows) — Period (s) \_\_\_\_\_

School Start Time: \_\_\_\_\_ School Dismissal Time: \_\_\_\_\_

Additional Information:

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## TRANSPORTATION PLAN

- Mode of Transportation (e.g., car, bus, walk): \_\_\_\_\_
- Emergency Contact Name & Number: \_\_\_\_\_

## Acknowledgment and Signatures

By signing below, the student, parent/guardian, and school administrator acknowledge and agree to the terms of the Late Start and/or Early Release Program. Failure to meet the outlined expectations may result in the revocation of this privilege. If the student does not maintain employment, internship, externship, college courses, or post secondary (trade school/technical college, 2 year college, 4 year college or registered apprenticeship, ***the student will be required to return to a full day schedule.***

- Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- **Parent/Guardian Name (Print):** \_\_\_\_\_
- **Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Counselor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **High School Principal or Designee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This form must be submitted to the High School Principal for final approval. Late Start and/or Early Release privileges are

contingent upon adherence to the conditions specified above and are applicable between \_\_\_\_\_  
Start Date  
 and \_\_\_\_\_.  
End Date

The student's request for early release or late start must include parental/guardian approval in writing unless the student is 18 years or older and/or emancipated and submitted to the **High School Principal**. The request must be made at a minimum of two (2) weeks, which is ten (10) school days before the start of each semester. After considering the reason for the early release or late start request, the Superintendent or designee will render a decision. Periodically, the Superintendent will report to the RJA Board on any releases that have been granted or denied.

----- **For Office Use Only: (please check all boxes)** -----

- Date Received: \_\_\_\_\_
- Approved  Denied  (Reason for Denial: \_\_\_\_\_)
- Counselor Initials: \_\_\_\_\_  **Copy to student's cumulative file**
- Administrator Initials: \_\_\_\_\_  **Copy to student/parent/guardian**



# Probationary School Evaluation Form

School Name     Arcadia Christian    

Principal     Edward Limon    

Athletic Director     Arnett Mosley (New spring 2026)    

<u>    Date of Contact    </u>	<u>    Notes    </u>
Visit/Phone <u>    4/25/26 (Email) 5/5/26 (Phone)    </u>	<u>    See below    </u>

Enrollment	Current	Next Year
Grade 9	5	3
Grade 10	7	5
Grade 11	3	5
Grade 12	0	2

**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	7
Basketball	6	Basketball	6
Volleyball	6	Tennis	2
Track and Field	4	Track and Field	4

Facility Updates:     No updates of note    

Assistant Commissioner Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EC Visiting Member Comments:     Arcadia has managed to field sports for boys and girls in all three seasons despite a lower enrollment. The presence of sports has indeed helped them to keep some of the students that would have otherwise gone to different schools. Arnett Mosely has taken over as AD and is also a PE teacher on campus. He has created excitement and enthusiasm for participation through after school camps. He is setup to be fulltime next year. Arcadia has also connected with Legacy Christian in particular about scheduling more contests together for next year.    

Membership Recommendation:    Full Membership    Probationary    Drop Membership

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





# Probationary School Evaluation Form

School Name South Hills Academy

Principal Geraldine Oka

Athletic Director Jake Marin Corona

Date of Contact:        April 22, 2026 via Zoom

Notes:

- The meeting involved Principal Geraldine Oka, Athletic Director Jake Corona, and CIF Executive Committee Member Mitch Brunyer.
- Opened with discussion on how the initial year with athletics went. It was shared that it was a valuable experience with a lot of learning in regards to organization and structures with collaboration at the CIF Summit and other small schools in the area. Athletics gave the school and student body a morale boost with higher levels of student engagement and academic outcomes. The school also saw higher levels of retention of students transitioning from middle to high school.
- We discussed the sports fielded this year compared to what was reported. The school acknowledged some of the challenges such as hiring of qualified coaches, scheduling complications, and meeting compliance requirements. There was an amount of “learn by doing” as the depth of the undertaking was not fully understood in the beginning. The school did manage to meet the requirement of one boy and one girl sport per season of sport. They have goals of offering additional sports next year to include boys and girls soccer and boys and girls golf, and co-ed traditional competitive cheer.
- Jake Corona spoke to making good connections with various athletic directors in the area creating a network of support since he is new to the position and the school is just starting out. We discussed a challenge that the school had with a staff member that was brought on as an athletic administrator who did not live up to or follow CIF standards and principles.
- There was discussion on creating internal documents and structures to support staff, student athletes, and parents in matters concerning CIF that will create a level of expectation and compliance of all parties.
- There was conversation about the next step in the process, which is the presentation to the Executive Committee to recommend and vote on future status.

Enrollment	Current	Next Year
Grade 9	17	23
Grade 10	18	16
Grade 11	19	18
Grade 12	15	19

**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	7	Cross Country	7
Basketball	18	Basketball	8
Track & Field	9	Track & Field	9

Facility Updates: The school has access to facilities (rented) for practice and competition. They did schedule a large number of away games as a strategy to save on rental costs, but indicated that they had the ability to finance whatever would be required for league play in the future.

Assistant Commissioner Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EC Visiting Member Comments: South Hills Academy looks to have had a good probationary year with some struggles, successes, and a lot of learning along the way. The school fielded the correct amount of sports and is expanding its offerings next school year. The principal and athletic director will continue at the school next year to support the expected growth and meeting of compliance within its athletic program.

Membership Recommendation:  **Full Membership**     Probationary     Drop Membership

Mitchell Brunyer - Mt. SAC Area Representative                      *Mitchell Brunyer*

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